

An Autoethnography of an English Lecturer's Experience as a Collaborative Book Author with Intellectual Property Protection

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia
tiranurfitria@gmail.com

Abstract

"From Writing to Copyright Protection", this study explores and reflects on the lived experiences of an English lecturer as a collaborative book author, focusing on the journey from academic writing to copyright protection as a form of intellectual property protection and recognition. This study employed a qualitative autoethnographic approach. The findings revealed six interconnected themes reflecting the transformation of the researcher's understanding of academic authorship and intellectual property protection. The first theme showed that entering collaborative writing communities provided opportunities for networking, knowledge exchange, and participation in collective scholarly practices. The second theme highlighted that collaborative writing requires adaptation to shared standards, effective communication, revision, and responsibility among contributors. The third theme demonstrated that academic publishing extends beyond manuscript completion, as copyright registration introduced the importance of legal recognition and protection of intellectual contributions. The fourth theme revealed that copyright protection represents more than a legal document; it symbolizes recognition of creativity, effort, and collaboration involved in producing scholarly works. The fifth theme illustrated that direct involvement in copyright registration increased the researcher's awareness of the importance of protecting academic outputs and strengthened intellectual property awareness among academics. The sixth theme emphasized that copyright protection contributes to professional identity, academic recognition, and responsibility as an author. Overall, the study shows that the journey from writing to copyright protection is a transformative experience that reshapes the meaning of academic authorship. The journey from writing a collaborative book to obtaining copyright protection represents a process of professional growth, transforming the researcher's identity from a knowledge producer into an academic author who understands the importance of creating, recognizing, and protecting intellectual contributions. Copyright should be understood not merely as an administrative requirement but as an essential component of scholarly responsibility, academic integrity, and professional development.

Keywords: *Academic Authorship, Autoethnography, Collaborative Writing, Copyright protection, Intellectual Property Rights (IPR)*

INTRODUCTION

Academic writing is a fundamental component of lecturers' professional responsibilities in higher education. Besides teaching and conducting research, lecturers are expected to produce scholarly publications as part of their academic duties and contributions to society. Academic books, journal articles, and other scholarly works serve as important media for disseminating knowledge, supporting teaching, and sharing research findings. In recent years, collaborative book writing has become increasingly common among lecturers from different



institutions and disciplines, reflecting the growing emphasis on academic collaboration and interdisciplinary scholarship.

Academic writing is an essential component of lecturers' professional responsibilities in higher education. As part of the triad of teaching, research, and community service, lecturers are expected to produce scholarly works that contribute to the advancement of knowledge. Among various forms of academic publications, scholarly books remain an important medium for disseminating research findings, teaching materials, and professional expertise. In recent years, collaborative book writing has become increasingly common, allowing lecturers from different institutions and disciplines to jointly produce academic publications that address diverse educational and research topics.

Book as objects of intellectual property rights protected under statutory law. The most recent legislation governing intellectual property rights is Copyright Law Number 19 of 2002. Regarding the determination of infringement, the Copyright Law establishes that a copyright violation occurs when an individual performs an act involving a copyrighted work – the rights to which are exclusively held by another person – without the knowledge or permission of that rights holder (Kusmawan, 2014). Copyright infringement is clearly detrimental in the economic field, especially hurting the owners of intellectual property rights (Rinaldi, 2021).

Regarding the implementation of legal protection for authors of scholarly books against illegal reproduction, violators of intellectual property rights are subject to criminal sanctions in accordance with the applicable provisions of Copyright Law No. 28 of 2014 (specifically Articles 9(3), 10, 44, and 46) to prevent future infringements. The principle of legal protection fundamentally entails the recognition of rights and the definition of rights violations, which may fall within the realms of civil and criminal law. In the government's efforts to address the illegal reproduction of scholarly books, copyright violators are subject to civil and/or criminal sanctions (Istain, 2017).

Academic publication has become an essential indicator of lecturers' professional competence, academic productivity, and contribution to knowledge development. Higher education institutions encourage lecturers to produce various scholarly outputs, including journal articles, research reports, and academic books, as part of their professional responsibilities and career advancement. Among these forms of publication, academic books provide greater opportunities for comprehensive discussions of educational theories, research findings, and professional practices compared to shorter scholarly works. Therefore, book authorship plays an important role in supporting teaching and learning, disseminating research-based knowledge, and strengthening lecturers' academic reputation at institutional, national, and broader academic levels. As a result, producing academic books has become an integral component of lecturers' professional development and academic identity.

The practice of collaborative book writing has expanded considerably in recent years. Rather than writing books individually, lecturers increasingly collaborate with colleagues from different universities and academic disciplines. The existence of IPR development at universities is important because universities are recognized as a forum for intellectual work (Maya et al., 2023). Such collaboration enables contributors to integrate diverse expertise, experiences, and perspectives into a single publication. As a result, collaborative books often present more comprehensive discussions than works produced by a single author.

Collaborative book writing has become an increasingly significant practice in contemporary higher education, enabling lecturers to work together across universities, disciplines, and professional backgrounds. Unlike individual authorship, collaborative academic writing allows contributors to combine their expertise, exchange perspectives, and



develop more comprehensive scholarly works. Through co-authorship, lecturers not only contribute to knowledge production but also expand their professional networks, strengthen academic relationships, and engage in interdisciplinary scholarship. Furthermore, collaborative book projects create opportunities for future research collaborations and scholarly partnerships while enhancing the quality, diversity, and impact of academic publications.

Collaborative authorship represents a complex academic process that extends beyond writing individual chapters. Contributors share knowledge, expertise, and academic perspectives while working together toward a common publication goal. The publication process generally involves communication among authors, coordination with editors and publishers, manuscript preparation, revision, proofreading, layout design, and final publication. These activities require effective collaboration and adherence to common academic standards throughout the publication process.

The process of producing a collaborative academic book extends beyond writing individual chapters. It involves communication among contributors, coordination with editors and publishers, manuscript development, revision, proofreading, and publication. Each contributor is expected to follow shared writing guidelines to ensure consistency throughout the book. Consequently, collaborative book publishing represents not only an academic activity but also a coordinated professional process requiring collective responsibility and effective collaboration.

Intellectual property rights refer to ownership rights derived from the creativity of the mind (Anggreini et al., 2025). Intangible works resulting from a combination of rational and perceptual processes are known as intellectual products. Intellectual property rights encompass three primary elements: trademarks, patents, and copyrights. Copyright is one form of intellectual property right; it grants the creator the exclusive right to control the use and dissemination of their work and to authorize others to use it in various ways, thereby making the work accessible to others. Copyright protection automatically attaches to the owner the moment the work is created. Copyright constitutes intellectual property in the fields of science, art, and literature, playing a vital role in advancing the general welfare as mandated by the 1945 Constitution of the Republic of Indonesia. A copyright holder possesses exclusive rights regarding all rights arising from the work in question (Christiano, 2021).

Intellectual Property Rights (IPR) in the digital era face complex legal and ethical challenges along with the transformation of information technology (Paath et al., 2025). Protection of intellectual property rights (IPR) in the digital era faces various challenges from both legal and ethical aspects. IPR play a crucial role in international trade and the economic development of a country (Sinal et al., 2023). This is evidenced by the inclusion of IPR protection in the General Agreement on Tariffs and Trade (GATT), known as the Trade-Related Aspects of Intellectual Property Rights (TRIPs Agreement). Law Number 28 of 2014 concerning Copyright. Copyright falls under Intellectual Property Rights (IPR) – specifically, rights to property arising from human intellectual capacity. Such works are created by humans through their intellectual endeavors (Jannah, 2018).

Collaborative efforts have posed an array of new and challenging legal problems (Dreyfuss, 2000). Issues concerning authorship, ownership, and intellectual property rights frequently emerge throughout the publication process. Publishing a scholarly book involves more than manuscript preparation; authors must also navigate editorial revisions, publication procedures, and copyright-related matters. Nevertheless, many lecturers primarily focus on completing their manuscripts while possessing limited knowledge of copyright protection.



Furthermore, copyright registration is commonly managed by publishers, leaving authors with limited direct involvement in legal procedures and reducing their awareness of how their scholarly works are protected.

Despite its advantages, collaborative book writing presents challenges that extend beyond manuscript preparation. Issues related to authorship, intellectual ownership, and copyright frequently emerge throughout the publication process. Many lecturers concentrate primarily on completing their manuscripts while possessing limited knowledge of copyright protection and intellectual property regulations. Furthermore, copyright registration is often handled by publishers, resulting in minimal direct involvement from contributing authors and limited understanding of how their scholarly works are legally protected.

Lecturers as Knowledge Producers and Intellectual Property Protection

As knowledge producers, lecturers play a significant role in advancing science, education, and society. Their scholarly works represent valuable intellectual contributions resulting from research, teaching, and professional expertise. Therefore, these academic outputs deserve adequate legal recognition and protection to ensure that authors receive appropriate acknowledgment for their intellectual efforts. As producers of academic knowledge, lecturers also generate intellectual works that deserve appropriate legal recognition and protection. Copyright is an exclusive right granted by the state to the creator of the results of innovations that have economic and moral value, especially when realised in real form (Agustiani et al., 2025). Copyright serves as an important legal mechanism for protecting academic books and acknowledging the intellectual contributions of their authors. In the digital era, where scholarly works can easily be reproduced, distributed, and shared electronically, copyright protection has become increasingly important in safeguarding originality and preventing unauthorized use. Therefore, understanding intellectual property protection is an essential aspect of responsible academic publishing. Although copyright is generally discussed from legal or regulatory perspectives, the experiences of authors throughout the copyright registration process remain underexplored. For many academic authors, obtaining copyright protection involves more than completing administrative procedures. It may generate feelings of achievement, recognition, and professional identity while shaping authors' understanding of intellectual property protection. These personal experiences constitute an important dimension of academic publishing that deserves scholarly attention.

Collaborative writing also raises important questions regarding intellectual contribution and ownership. When several authors contribute to a single publication, determining authorship recognition and intellectual ownership becomes increasingly significant. Copyright serves as an important legal mechanism for acknowledging the contributions of individual authors while protecting their intellectual rights within collaborative publications. Copyright has become an increasingly important concern in academic publishing. As a form of intellectual property protection, copyright safeguards authors' intellectual contributions and strengthens the legal recognition of scholarly works. This protection is particularly important in the digital era, where academic publications can be easily reproduced, distributed, and shared electronically.

Digital transformation and technology create both opportunities and challenges in maintaining ownership of intellectual works that are increasingly complex and devoid of physical boundaries (Janardana et al., 2026). The development of digital technology has transformed the patterns of creation, distribution, and consumption of intellectual works, while simultaneously increasing the risk of Intellectual Property Rights (IPR) violations (Musa, 2026). Consequently, understanding copyright has become an essential aspect of responsible



academic authorship. Although copyright protection is commonly understood as a legal or administrative procedure, the experience of obtaining copyright protection often extends beyond legal documentation. Authors may experience feelings of achievement, appreciation, responsibility, and professional recognition throughout the registration process. The journey from writing a manuscript to obtaining copyright protection involves various academic, professional, and legal experiences that shape authors' understanding of intellectual property protection.

Copyright functions as an important legal mechanism for protecting intellectual creations, including academic books. It provides legal recognition and security for authors while safeguarding their works from unauthorized reproduction or misuse. In collaborative academic publishing, copyright registration is generally facilitated by publishers, whereas authors provide the necessary personal information and supporting documentation. Consequently, intellectual property protection becomes a shared responsibility between authors and publishers in ensuring the legal protection of scholarly publications.

There are several previous studies related to this topic. Akbar (2019) describes efforts to protect the IPR of teachers. The review reveals that the implementation of IPR protection for teachers is guided by several principles: the unitaristic or impersonal principle, the active principle, the benefit principle, the non-profit principle, the democratic principle, and the direct principle. The findings conclude that IPR plays a crucial role by motivating the advancement of knowledge and establishing an international reputation that demonstrates the competitiveness of Indonesian human resources – specifically teachers – in the global market. Sinal et al. (2023) ascertain (1) the perception of lecturers and students regarding the legal protection of IPR, (2) the perception of lecturers and students regarding the IPR Center as an effort to protect IPR legally, and (3) the efforts that Polinema must undertake to enhance the perception of lecturers and students regarding the legal protection of IPR and the IPR Center. The findings are as follows: (1) lecturer respondents have a high perception of IPR protection, while student respondents have a low perception of IPR protection; (2) lecturer and student respondents have a high perception of the IPR Center; and (3) suggested efforts include IPR socialization and education, integrating IPR courses into the curriculum, and fostering collaboration among stakeholders. Kania et al. (2023) improve students' legal literacy and practical skills in IPR protection, particularly copyright, and to encourage the utilization of academic works as protected intellectual and economic assets. The study found that the training and mentoring activities significantly improved students' understanding of IPR concepts, functions, and registration procedures. Participants were able to prepare copyright application documents independently, demonstrating that the program effectively strengthened legal awareness, prevented plagiarism, and supported the protection of academic works in higher education. Indrasari et al. (2024) determined whether students at the Semarang State Polytechnic are aware of intellectual property rights regarding academic writing, as well as the factors influencing this awareness. The findings indicate that students' legal knowledge regarding copyright in written work is lacking, with only a small percentage familiar with Intellectual Property Rights and Copyright. Furthermore, there is a lack of knowledge regarding the proper citation of books or academic papers, resulting in photocopying practices that do not comply with regulations or the law. Students' understanding of the law and its application, along with their attitudes and behaviors regarding the law, all impact their level of legal awareness. Hartono (2024) analyzes copyright infringement in the reproduction of academic books through photocopying from a juridical perspective, focusing on copyright protection, authors' rights, and legal regulations governing



the duplication of scholarly works. The study found that photocopying academic books without permission constitutes a potential copyright violation because books are protected intellectual works containing economic and moral rights of authors and copyright holders. Although photocopying may provide affordable access to knowledge, unauthorized reproduction may harm authors' and publishers' rights and requires legal consideration under copyright regulations. Pratiwi & Acfira (2024) aim to increase academics' awareness of the importance of intellectual property rights (IPR) registration, particularly copyright protection, and to provide practical guidance on the procedures and requirements for obtaining copyright protection. The study found that many lecturers and academics recognize the importance of IPR but still lack understanding of copyright registration procedures. The activity provided knowledge about protected works, the benefits of copyright registration, and the practical steps required to protect intellectual creations, thereby encouraging greater awareness of IPR protection among academics. Gerungan et al. (2024) describe the legal aspects of copyright related to e-books as a form of intellectual property rights. By examining the applicable legal framework, the author explores issues such as the exclusive rights of copyright holders, protection against illegal copying, as well as effective law enforcement mechanisms in the context of e-books. Albnian (2025) evaluate Jordanian copyright legislation, particularly the Copyright and Related Rights Law, in terms of its effectiveness in protecting authors' electronic works from both legal and technological perspectives. It explores the need for future legal developments that address the unique characteristics of digital publications, such as e-books. The study found that existing copyright regulations require further improvement to effectively protect electronic intellectual property rights. It recommends updating legal provisions, strengthening penalties for copyright infringement, providing appropriate compensation for authors, and establishing clearer legal frameworks to protect authors' digital privacy rights in the evolving digital environment. Dharmawati & Abubakar (2025) analyze the relationship between intellectual property rights (IPR) protection for lecturers' scholarly works and institutional academic reputation at Universitas Ichsan Gorontalo. The study found that although lecturers demonstrated high scientific productivity with 596 indexed publications, only 10 works had obtained IPR protection. This gap indicates limited legal awareness and insufficient institutional support for copyright protection. The findings highlight that effective IPR protection contributes to strengthening academic reputation through recognition of originality, ownership, and quality of scholarly works.

Previous studies on intellectual property rights (IPR) protection in academic settings have predominantly focused on legal awareness, institutional policies, copyright registration, and the protection of academic works from a general perspective. Akbar (2019) examined the principles of IPR protection for teachers, highlighting its importance in encouraging knowledge development and professional recognition. Sinal et al. (2023), Kania et al. (2023), and Pratiwi and Acfira (2024) focused on improving awareness, literacy, and practical understanding of copyright protection among lecturers and students. Meanwhile, Indrasari et al. (2024) and Hartono (2024) emphasized the lack of copyright awareness and the legal implications of academic work reproduction and infringement. More recent studies by Gerungan et al. (2024), Albnian (2025), and Dharmawati and Abubakar (2025) have addressed copyright protection in digital publications, legal frameworks, and the relationship between IPR protection and institutional academic reputation. However, these studies mainly adopt juridical, empirical, or educational intervention approaches and tend to examine copyright protection as an external legal mechanism rather than as a personal and professional experience. Limited attention has been given to how academics, particularly English lecturers,



experience the journey of becoming collaborative book authors, negotiating authorship, managing intellectual contributions, and perceiving copyright protection as part of their academic identity and professional practice. Therefore, this study addresses the gap by exploring the lived experiences of an English lecturer involved in collaborative book writing and copyright protection through an autoethnographic approach.

The novelty of this study lies in its use of an autoethnographic approach to explore intellectual property protection from the perspective of an academic author's lived experience. Unlike previous studies that primarily analyze IPR from legal, institutional, or awareness-based perspectives, this study provides an insider perspective on the process of transforming academic ideas into a legally protected intellectual work. By focusing on an English lecturer's experience as a collaborative book author, this research reveals the personal, academic, and legal dimensions involved in writing, publishing, and obtaining copyright protection. The study contributes a deeper understanding of copyright not only as a legal instrument for protecting intellectual assets but also as a form of recognition, ownership, motivation, and professional identity development among academics. Furthermore, this research expands the discussion of IPR protection in higher education by connecting copyright law with academic authorship practices, collaborative scholarship, and the professional experiences of lecturers.

The present study is grounded in the researcher's personal experience as an English lecturer involved in collaborative academic book projects. The experience covered various stages of the publishing process, including responding to calls for chapters, developing and preparing manuscripts, communicating with co-authors and editors, participating in publication activities, and providing administrative documents required for copyright registration facilitated by the publisher. Through these experiences, the researcher gained direct insight into the process of transforming academic writing into a formally published and legally protected intellectual work. Therefore, this study provides valuable perspectives on how academic authors encounter, understand, and interpret copyright protection within the context of collaborative academic publishing.

Based on these considerations, this study investigates the lived experiences of an English lecturer as a collaborative book author, focusing on the journey from writing and publishing academic books to obtaining copyright protection as a form of intellectual property protection. Employing an autoethnographic approach, the study seeks to explore how copyright protection is experienced, interpreted, and valued within the context of collaborative academic publishing. Furthermore, it highlights the significance of copyright protection in shaping academic authorship, recognizing intellectual contributions, and supporting the professional development of lecturers as scholarly authors.

METHOD

This study employed a qualitative autoethnographic approach to explore the lived and personal experiences of an English lecturer as a collaborative book author in the process of writing, publishing, and obtaining copyright protection. Autoethnography was selected because it enables researchers to systematically examine and reflect upon their own experiences within a particular cultural, professional, and social context. This approach was considered appropriate as the researcher was directly involved in the collaborative authorship process and experienced the journey from manuscript development to copyright protection firsthand. Through personal reflection and critical self-analysis, autoethnography provides rich insights into the meanings, challenges, and values associated with intellectual property protection in academic publishing.



The primary data of this autoethnographic study consisted of the researcher's personal experiences documented throughout the process of collaborative book writing and copyright protection. Data were collected from multiple sources, including reflective journals and personal narratives containing the researcher's reflections, thoughts, feelings, and observations during the stages of manuscript development, publication, and copyright registration. Additional data were obtained from personal documents and archival records, such as book manuscripts, communication with co-authors and publishers, publication agreements, copyright-related documents, certificates of copyright registration, and other relevant materials. The researcher also employed memory reconstruction to recall and document significant events, challenges, and experiences related to collaborative authorship and intellectual property protection. Furthermore, supporting artifacts, including emails, messages, publication announcements, and official documents, were used to provide contextual evidence and strengthen the interpretation of the experiences. The use of multiple data sources enabled the researcher to construct a comprehensive and reflective narrative while enhancing the credibility, depth, and trustworthiness of the study findings.

The data were analyzed using thematic analysis within an autoethnographic framework to explore and interpret the researcher's lived experiences as a collaborative book author and the process of obtaining copyright protection. The analysis began with data familiarization, which involved repeatedly reading and reviewing reflective journals, personal narratives, and supporting documents to develop a comprehensive understanding of the experiences. The next stage involved coding, where significant statements, events, emotions, and reflections related to collaborative writing, publishing, copyright protection, and intellectual property issues were identified and categorized. The codes were then organized into broader themes representing essential aspects of the experience, including collaboration, authorship, copyright awareness, interactions with publishers, intellectual property protection, challenges, and professional growth. Following theme development, narrative interpretation was conducted by critically reflecting on the identified themes and connecting the researcher's personal experiences with relevant literature on autoethnography, academic authorship, copyright, and intellectual property protection. Finally, meaning construction was carried out to develop an integrated narrative illustrating how intellectual property protection was experienced, understood, and valued throughout the collaborative academic publishing journey.

FINDINGS AND DISCUSSION

A. Findings

Before presenting the figure illustrating the collaborative book-writing process, it is important to describe the context of collaboration that shaped the development of the academic work. The process involved a series of interconnected stages, beginning with the initial development of ideas, discussion and coordination among co-authors, manuscript preparation, revision, publication, and finally the legal protection of the published work through copyright registration. The figure below presents a visual representation of the collaborative journey, highlighting the interactions, contributions, and key milestones involved in transforming an academic writing project into a legally protected intellectual work.



Figure 1. Cover of the Published Collaborative Academic Book by Publisher in 2024-2026

The figure presents the cover of the collaborative academic book published as the outcome of the writing process. The book represents the completion of a collaborative authorship journey involving several academic contributors. The publication serves as evidence of the transformation of an academic manuscript into a formally published scholarly work and marks an important stage before the copyright protection process. The figure presents the cover of the collaborative academic book published by HN Publishing.



The publication represents the completion of the manuscript development process and serves as evidence of the scholarly work produced through collaborative authorship.

Following the data analysis process, several themes emerged that represent the researcher's lived experiences as a collaborative book author and the journey toward intellectual property protection. These themes were developed through the systematic analysis of reflective journals, personal narratives, documentary evidence, and supporting artifacts. The themes capture the essential dimensions of the collaborative writing and publishing experience, including the dynamics of collaboration, the construction of academic authorship, awareness of copyright protection, interactions with publishers, challenges encountered throughout the process, and the professional growth gained from engaging in intellectual property protection. The following sections discuss each theme in detail by connecting the researcher's personal experiences with broader perspectives on academic publishing, copyright, and intellectual property rights.

Theme 1. Initiating Collaborative Academic Writing (Entering the Community of Collaborative Book Authorship)

1. Subtheme 1.1 Joining a Book Writing Community

My journey as a collaborative book author began when I joined a WhatsApp community dedicated to academic book writing. The community served as an online platform where lecturers, researchers, and writers shared information related to book publication, writing opportunities, and academic collaboration. Through regular interactions within the group, I became familiar with the practice of collaborative book writing and recognized it as an opportunity to contribute to scholarly publications while expanding my academic network.

2. Subtheme 1.2 Responding to a Call for Chapters

Within the WhatsApp community, announcements were frequently distributed in the form of digital flyers advertising a Call for Chapters. These announcements generally contained information regarding the book theme, objectives, publisher, submission deadlines, and author requirements. One of these calls matched my academic interests, motivating me to participate as a chapter contributor. This marked the beginning of my direct involvement in collaborative academic publishing.

3. Subtheme 1.3 Becoming a Chapter Contributor

After expressing my interest, I contacted the book coordinator through a private WhatsApp message. The coordinator asked me to select a chapter or topic that aligned with my expertise. Subsequently, I was invited to join a dedicated WhatsApp group consisting of contributors to that particular book project. The group became the primary platform for communication, coordination, and information sharing throughout the writing process. Interacting with contributors from different higher education institutions broadened my understanding of collaborative scholarly writing and fostered professional connections **beyond my own institution.**

4. Subtheme 1.4 Understanding the Collaborative Writing System

Participation in the project introduced me to the collaborative writing system commonly used in academic book publishing. Each book generally involved several contributors, with every author responsible for writing one or more chapters according to their academic expertise. The coordinator and publisher provided a manuscript template, formatting guidelines, citation style, and submission schedule. Understanding this structured process enabled me to recognize that collaborative book

writing requires coordination, consistency, and shared **responsibility among all contributors.**

5. Subtheme 1.5 Managing Deadlines and Manuscript Submission

The final stage of this initial experience involved preparing the manuscript according to the prescribed template and submitting it within the established deadline. Balancing academic responsibilities with writing commitments required careful time management. Once the manuscript had been submitted, it entered the stages of editorial review, revision, and finalization conducted by the editor and publisher. Although my role as an author focused primarily on writing my assigned chapter, I began to understand that academic publishing is a collaborative process involving multiple stakeholders working toward a common scholarly outcome.

Example of Findings Narrative

My involvement in collaborative academic writing began with joining a WhatsApp community that regularly shared information about book publication opportunities. Among the most common announcements were digital flyers inviting lecturers and researchers to contribute chapters to collaborative books. These announcements introduced me to a publishing model in which several authors from different institutions jointly produced a single academic book. After responding to one of the calls, I contacted the book coordinator and was assigned a chapter that corresponded with my academic expertise. I was then included in a dedicated WhatsApp group where contributors received manuscript templates, writing guidelines, and submission schedules. Throughout this process, I communicated with authors from various higher education institutions, which expanded my professional network and provided insights into collaborative scholarly writing.

This initial experience demonstrated that collaborative academic writing extends beyond producing an individual chapter. It involves coordinated communication, adherence to common writing standards, and collective responsibility for producing a coherent scholarly publication. Entering this collaborative writing community laid the foundation for my subsequent experiences in academic publishing and, ultimately, in obtaining copyright protection.

Theme 2. Navigating the Collaborative Writing Process (Writing the Chapter within a Collaborative Book Project)

1. Subtheme 2.1 Understanding the Writing Guidelines

After joining the collaborative book project, the coordinator distributed a manuscript template and writing guidelines to all contributors through the project's WhatsApp group. The guidelines included the required chapter structure, formatting style, citation system, reference format, and submission deadline. At this stage, I realized that writing for a collaborative book required more than individual academic writing skills. Every contributor was expected to follow the same writing standards to ensure consistency throughout the book. I therefore adjusted my writing style and ideas to fit the overall theme and objectives of the publication.

2. Subtheme 2.2 Developing the Chapter Manuscript

Once the writing guidelines had been understood, I began developing my assigned chapter. I first identified the specific focus of the discussion based on the selected topic and then collected relevant literature from books, journal articles, and other academic sources. The writing process involved organizing ideas, synthesizing references, and



presenting arguments that would contribute to the overall purpose of the book. Although I worked independently on my chapter, I remained aware that my contribution would become part of a larger collaborative publication.

3. Subtheme 2.3 Aligning the Chapter with the Overall Book Theme

One of the most important aspects of collaborative writing was ensuring that my chapter aligned with the overall theme of the book. This required careful attention to the scope, terminology, and objectives established by the coordinator. After submitting the initial draft, I received feedback requesting several revisions related to the organization of ideas, writing style, references, and formatting. Communication with the editor and coordinator took place primarily through WhatsApp and email. These revisions helped improve the quality of the manuscript while ensuring consistency with the contributions of other authors.

4. Subtheme 2.4 Managing Time and Meeting Submission Deadlines

Completing the manuscript required balancing multiple professional responsibilities, including teaching, research, administrative duties, and community service. Time management became an essential part of the writing process, particularly because the submission deadline had already been determined by the publisher. I organized my writing schedule to complete the chapter within the allocated time. After final revisions were completed, the manuscript was submitted to the coordinator for editorial review and integration into the complete book manuscript.

5. Example of Findings Narrative

Writing a chapter for a collaborative academic book required adapting to a structured writing system established by the coordinator and publisher. Each contributor received the same manuscript template and writing guidelines, which ensured consistency in formatting, referencing, and chapter organization. This experience helped me understand that collaborative writing is not simply a collection of individual chapters but a coordinated academic effort requiring shared standards and mutual responsibility. Developing the manuscript involved selecting relevant literature, organizing ideas, and ensuring that the chapter contributed meaningfully to the overall objectives of the book. During this stage, I also experienced the importance of constructive communication with editors and coordinators. Feedback and revisions were not viewed as criticism but as opportunities to improve the quality and coherence of the publication.

Balancing the writing process with my responsibilities as a lecturer presented its own challenges. Nevertheless, completing and submitting the manuscript on time became a significant achievement and strengthened my appreciation of collaborative academic writing as a disciplined and professionally rewarding process.

Theme 3. Experiencing Academic Publication and Copyright Registration Process

1. Subtheme 3.1 Experiencing Academic Publication

After the manuscript had undergone review and revision, the coordinator informed all contributors that the book had been accepted for publication. The manuscript then entered the editorial stage, including copyediting, layout design, proofreading, and ISBN registration. Throughout this process, communication between the contributors, editor, and publisher continued through the project's WhatsApp group. Receiving confirmation that the manuscript would be published marked an important milestone



in my academic writing journey. It represented the successful completion of a collaborative effort involving authors from different higher education institutions.

2. Subtheme 3.2 Receiving Information about Copyright Registration

Following the publication process, the publisher informed all contributors through the WhatsApp group that the book would be submitted for copyright protection. This announcement introduced me to an aspect of academic publishing that I had not previously experienced. Along with the announcement, the publisher explained the documents and personal information required to support the copyright registration process. At this stage, I began to understand that publishing an academic book also involves protecting its intellectual ownership through legal registration.

3. Subtheme 3.3 Providing Personal and Administrative Information

To facilitate the copyright registration process, the publisher distributed a Google Form to all contributors. Each author was requested to provide personal and administrative information, including their full name and academic title, complete address, active telephone number, a copy of their national identity card (ID card), and a digital signature. Although the process was administrative in nature, it represented my first direct involvement in the documentation required for copyright protection. Completing these requirements also strengthened my awareness that copyright registration follows formal legal procedures.

4. Subtheme 3.4 Understanding the Role of the Publisher in Copyright Registration

During the copyright registration process, I observed that the publisher assumed primary responsibility for managing the administrative procedures. The contributors were not required to communicate directly with the intellectual property office; instead, our role was limited to providing the requested documents and waiting for further updates from the publisher. This experience highlighted the publisher's important role in facilitating legal protection for academic publications while allowing authors to focus on their scholarly contributions.

5. Example of Findings Narrative

The acceptance of the manuscript for publication marked a significant achievement in my experience as a collaborative book author. Following several rounds of editing and revision, the manuscript entered the publication stage, including layout preparation, proofreading, and ISBN registration. Seeing the completed book reinforced my sense of accomplishment and strengthened my identity as an academic author. Shortly after publication, the publisher informed all contributors that the book would be registered for copyright protection. This announcement introduced me to a new dimension of academic publishing that extended beyond writing and publication. The publisher requested contributors to complete a Google Form containing personal and administrative information, such as academic identity, contact details, a copy of the national identity card, and a digital signature. While I was not directly involved in submitting the copyright application, participating in this process increased my understanding of how publishers facilitate legal protection for scholarly works.

This experience demonstrated that academic publishing encompasses not only the production and dissemination of knowledge but also the legal recognition and protection of intellectual contributions. It became an important turning point in my understanding of the relationship between academic authorship and intellectual property protection.



Theme 4. Encountering Copyright Protection (Reflecting on Copyright Protection and Intellectual Property Awareness)

1. Subtheme 4.1 Receiving Copyright Protection

Several weeks after submitting the required administrative documents, the publisher informed all contributors that the collaborative book had successfully obtained copyright protection. The notification was shared through the project's WhatsApp group, followed by the distribution of the copyright certificate as evidence that the book had been officially registered. Receiving this information was a memorable moment in my academic writing journey because it represented the completion of the publication process. For the first time, I experienced that an academic publication could receive formal legal recognition through copyright registration. Receiving this notification marked the completion of the publication process and represented a new experience in my academic career.

For the first time, I witnessed that an academic book could receive formal legal recognition through copyright registration. Seeing my name listed among the contributors whose work had been legally protected generated a sense of pride and appreciation. Beyond the publication itself, copyright protection represented acknowledgment of the intellectual effort invested in planning, writing, revising, and completing the book collaboratively.

2. Subtheme 4.2 Understanding the Value of Copyright Protection

3. Receiving copyright protection changed my perception of academic publishing. Previously, I considered publication as the final stage of producing a scholarly book. Experiencing the copyright registration process gradually changed my understanding of academic publishing. Before this experience, I primarily viewed the publication of a book as the final objective of scholarly writing. However, the copyright certificate demonstrated that academic works continue to require legal protection even after publication. However, the copyright registration process demonstrated that academic works also require legal protection to recognize and safeguard the intellectual contributions of their authors. I came to understand that copyright protection serves not only as legal documentation but also as official acknowledgment of the creativity, effort, and knowledge invested in producing scholarly work. This experience strengthened my awareness of the importance of intellectual property protection within academic publishing.

This experience helped me realize that copyright is not merely a legal formality but an official recognition of authors' intellectual contributions. Every chapter reflects the author's knowledge, ideas, and academic expertise, making copyright protection an essential mechanism for safeguarding these intellectual assets. Consequently, I developed a greater appreciation of the importance of intellectual property protection within academic publishing.

4. Subtheme 4.3 Personal and Professional Reflection

From a personal perspective, obtaining copyright protection generated a strong sense of pride and accomplishment. Seeing the book receive formal legal recognition made me appreciate the value of collaborative academic writing more deeply. Professionally, the experience became an important milestone in my development as both a lecturer and an academic author. It encouraged me to continue producing scholarly publications while paying greater attention to copyright and intellectual property issues. More importantly, the experience transformed my understanding of academic



authorship by showing that publishing knowledge also involves protecting the intellectual rights of those who create it.

Receiving copyright protection became a meaningful milestone in my professional journey as both a lecturer and an academic author. The experience broadened my understanding that producing scholarly works involves not only disseminating knowledge but also protecting intellectual contributions through appropriate legal recognition. Personally, the copyright certificate symbolized appreciation for the collaborative effort invested by all contributors. Professionally, it reinforced my identity as an academic author whose scholarly work deserved legal protection. Rather than considering copyright as a purely administrative document, I came to regard it as evidence that academic writing carries intellectual value that should be respected and protected.

This experience also strengthened my motivation to continue writing academic books and participating in collaborative publishing projects. More importantly, it encouraged me to become more attentive to intellectual property issues in future scholarly activities and to promote greater awareness of copyright protection among colleagues and fellow academics.

5. Example of Findings Narrative

Several weeks after submitting the required administrative documents, the publisher announced through the project's WhatsApp group that the collaborative book had successfully obtained copyright protection. The copyright certificate was then shared with all contributors as official evidence that the book had been legally registered. Receiving this information represented an important milestone in my experience as a collaborative academic author. Before this experience, my attention had been directed mainly toward completing the manuscript and achieving publication. The copyright registration process broadened my understanding that academic publishing also involves protecting the intellectual rights of authors. I began to recognize that copyright serves not only as legal protection but also as formal acknowledgment of the knowledge, creativity, and collaborative efforts invested in producing scholarly work. Receiving confirmation that the collaborative book had obtained copyright protection represented a significant milestone in my academic journey. The publisher informed all contributors through the project's WhatsApp group that the registration process had been completed successfully and shared the copyright certificate as official evidence of legal protection. For me, this was the first experience of seeing an academic publication receive formal copyright recognition.

This experience broadened my understanding of the publishing process. I realized that academic publication does not conclude when a book is printed or distributed. Instead, copyright protection constitutes an additional stage that legally recognizes and safeguards the intellectual contributions of the authors. Consequently, I began to view copyright as an essential component of responsible academic publishing.

Personally, the copyright certificate symbolized more than legal ownership. It represented recognition of the time, effort, collaboration, and scholarly commitment invested in producing the book. Professionally, the experience motivated me to continue writing academic books while becoming more aware of the importance of intellectual property protection for lecturers and researchers. It also reinforced my belief that protecting scholarly works is an integral part of maintaining academic integrity and valuing intellectual contributions.



From a personal perspective, obtaining copyright protection generated a sense of pride and appreciation because it confirmed that the collaborative work had received official recognition. Professionally, the experience encouraged me to continue contributing to academic publishing while becoming more aware of the importance of intellectual property protection. It reinforced my belief that copyright should be regarded as an integral component of responsible academic authorship rather than merely an administrative requirement.

This experience prompted me to reconsider my previous assumptions about academic publishing. I had believed that publication marked the end of the writing process. However, obtaining copyright protection revealed that protecting intellectual contributions is equally important as creating them. This realization transformed my understanding of academic authorship, extending it beyond knowledge production to include legal awareness and professional responsibility.

Theme 5. Developing Awareness of Intellectual Property Protection

1. Subtheme 5.1 Transforming Copyright Awareness

The experience of participating in the copyright registration process gradually transformed my understanding of copyright. Initially, my primary concern was completing the manuscript and having it published. However, after witnessing the registration process facilitated by the publisher, I realized that academic writing does not end with publication. Copyright protection constitutes an important stage in recognizing and safeguarding scholarly work. This experience shifted my perspective from viewing publication as the final goal to recognizing copyright protection as an integral part of academic authorship.

2. Subtheme 5.2 Appreciating the Importance of Protecting Scholarly Works

The copyright registration process increased my appreciation of the importance of protecting scholarly works. Academic books represent intellectual efforts that require considerable time, knowledge, collaboration, and commitment. Through this experience, I became more aware that copyright not only protects the work legally but also acknowledges the intellectual contributions of every author involved. Consequently, protecting scholarly works should become an essential practice within academic publishing.

3. Subtheme 5.3 Encouraging Professional Awareness among Academics

Experiencing copyright protection also influenced my professional perspective as a lecturer. I came to realize that lecturers should not only focus on producing scholarly publications but should also understand the significance of intellectual property protection. This awareness encouraged me to become more attentive to copyright issues in future academic writing and inspired me to share this knowledge with colleagues and fellow academics. In this sense, intellectual property protection became part of my professional development as both an educator and an academic author.

4. Example of Findings Narrative

Beyond receiving copyright protection, the experience significantly influenced my understanding of intellectual property in academic publishing. Before participating in the collaborative book project, I regarded publication as the completion of the writing process. However, observing the publisher's efforts to register the book for copyright protection changed this perception. I realized that scholarly publication also involves protecting intellectual contributions through legal recognition. This experience



deepened my appreciation of copyright as more than a legal procedure. Copyright protection acknowledges the knowledge, effort, and collaboration invested in producing academic books. It also reinforced my belief that scholarly works deserve formal protection to preserve their originality and recognize the contributions of their authors.

As a lecturer, this experience encouraged me to become more conscious of intellectual property protection in my future academic activities. It strengthened my commitment to producing quality scholarly works while ensuring that these works receive appropriate legal protection. More importantly, it inspired me to promote greater awareness of copyright and intellectual property protection among fellow lecturers and academic authors.

Theme 6. Meaning of Copyright Protection for Academic Authors

1. Subtheme 6.1 Recognizing the Meaning of Copyright for Academic Authors

Obtaining copyright protection provided a deeper understanding of what copyright means for academic authors. Rather than viewing copyright merely as a legal certificate, I came to perceive it as formal recognition of the intellectual efforts invested in producing scholarly work. Writing a collaborative academic book required extensive reading, critical thinking, coordination with co-authors, and multiple revisions. Therefore, copyright protection symbolizes acknowledgment of these collective intellectual contributions and affirms the author's ownership of the work.

2. Subtheme 6.2 Recognizing the Professional, Legal, and Academic Value of Copyright Protection

The experience also revealed that copyright protection carries professional, legal, and academic significance. Professionally, it recognizes lecturers as creators of scholarly knowledge and supports their academic identity. Legally, copyright protects unauthorized reproduction, distribution, or misuse of academic works. Academically, copyright contributes to strengthening the credibility and integrity of scholarly publications by ensuring that authors receive proper recognition for their intellectual contributions.

3. Subtheme 6.3 Reflecting on the Responsibility to Protect Intellectual Works

Reflecting on this experience, I realized that producing academic publications should be accompanied by an awareness of protecting intellectual property. Copyright protection should not be regarded as the final administrative procedure after publication but as an essential responsibility of academic authors. This experience encouraged me to value my scholarly works more highly and strengthened my commitment to continue producing academic publications while ensuring that they receive appropriate legal protection.

4. Example of Findings Narrative

Experiencing copyright protection allowed me to understand that copyright represents more than legal ownership. It reflects recognition of the knowledge, effort, collaboration, and commitment invested in producing scholarly work. As a collaborative book author, I realized that every chapter contributes to a larger intellectual product that deserves formal protection. Beyond its legal function, copyright also holds professional and academic value. It acknowledges lecturers as contributors to knowledge production while reinforcing the credibility of scholarly publications. This experience broadened my understanding that academic writing is



not only about disseminating knowledge but also about ensuring that intellectual contributions are appropriately recognized and protected.

Ultimately, this experience reshaped my perspective on academic authorship. I now view copyright protection as an integral part of responsible scholarly publishing rather than merely an administrative requirement. It has strengthened my commitment to continue writing academic books and to promote greater awareness of intellectual property protection among fellow lecturers and researchers.

B. Discussion

The findings of this autoethnographic study reveal the researcher's journey from participating in collaborative academic writing to experiencing intellectual property protection as an academic author. Through the analysis of reflective journals, personal narratives, documentary evidence, and supporting artifacts, several interconnected themes emerged that represent the personal, academic, and legal dimensions of the collaborative publishing experience. These themes illustrate how the researcher's understanding of authorship developed through different stages, including entering a collaborative writing community, managing the writing process, experiencing academic publication, engaging in copyright registration, developing intellectual property awareness, and reflecting on the meaning of copyright protection. The discussion of these themes goes beyond describing personal experiences by connecting them with broader perspectives on academic authorship, scholarly publishing, copyright, and intellectual property rights. As an autoethnographic inquiry, this discussion emphasizes how lived experiences can provide deeper insights into the relationship between knowledge production and legal recognition in contemporary academic publishing. The following sections discuss each emerging theme in detail, highlighting the researcher's transformation from a contributor of academic content into an academic author who recognizes the importance of protecting intellectual contributions.

The first theme reflects the beginning of the researcher's journey into collaborative academic writing and the process of entering a community of scholarly authorship. The experience of joining a WhatsApp-based academic writing community demonstrates how digital platforms have created new opportunities for academics to access information, establish professional networks, and participate in collaborative knowledge production. The online community functioned not merely as a space for sharing publication announcements but also as an entry point into a broader academic ecosystem where lecturers, researchers, and writers interacted around common interests in scholarly publishing. Responding to a Call for Chapters marked an important transition from being an observer of academic publishing practices to becoming an active contributor to knowledge production. Through this process, the researcher began to understand that collaborative book writing represents a collective academic practice involving authors from different institutions, backgrounds, and areas of expertise. Becoming a chapter contributor also reshaped the researcher's perception of authorship because individual contributions were no longer viewed as isolated pieces of writing but as interconnected components of a larger intellectual product. The interaction with other contributors through dedicated communication channels strengthened professional relationships and provided insights into how academic collaboration operates across institutional boundaries. Furthermore, understanding the collaborative writing system, including manuscript templates, formatting guidelines, citation requirements, and submission



schedules, revealed that successful academic publishing requires coordination, consistency, and shared responsibility. The experience of managing deadlines while balancing teaching and other academic responsibilities further emphasized that authorship involves not only intellectual ability but also commitment, discipline, and professional management. From the perspective of intellectual property protection, this initial stage represented the foundation for recognizing that every academic contribution contains intellectual value that deserves acknowledgment and protection. Although copyright registration had not yet become the main concern at this stage, the researcher gradually developed awareness that scholarly authorship involves both producing knowledge and ensuring that intellectual contributions are properly recognized within academic publishing systems.

The second theme highlights the researcher's experience of producing a chapter within a structured collaborative book project and reveals the complexity of academic writing as a collective activity. Unlike individual writing, collaborative book authorship requires authors to adapt their ideas, writing styles, and approaches to meet shared publication standards. The provision of manuscript guidelines, chapter structures, formatting requirements, citation styles, and submission schedules established a common framework that enabled multiple contributors to produce a coherent academic publication. The researcher's experience of following these guidelines demonstrates that collaborative writing involves negotiation between individual academic creativity and collective expectations. Developing the chapter manuscript required extensive engagement with literature, critical thinking, organization of ideas, and the construction of arguments that aligned with the overall objectives of the book. Although the researcher independently developed the assigned chapter, there was a continuous awareness that the chapter would become part of a larger scholarly work representing the collective efforts of multiple authors. The process of aligning the chapter with the overall book theme through feedback and revision further demonstrated the importance of communication and collaboration in academic publishing. Editorial comments from coordinators and publishers were experienced not as limitations to individual authorship but as constructive contributions that improved the quality, coherence, and academic value of the publication. In addition, managing deadlines while fulfilling responsibilities as a lecturer illustrated the challenges faced by academics in balancing multiple professional roles. The successful completion and submission of the manuscript strengthened the researcher's understanding that academic authorship requires perseverance, responsibility, and effective time management. More importantly, this experience contributed to the development of an academic identity based on collaboration and shared knowledge creation. It also reinforced the researcher's awareness that the intellectual effort invested in writing an academic chapter represents a valuable scholarly contribution that should later receive appropriate legal recognition through intellectual property protection.

The third theme describes the transition from manuscript completion to formal publication and the researcher's first direct experience with copyright registration as part of the academic publishing process. The publication stage represented a significant milestone because the collaborative manuscript was transformed into a formally recognized scholarly work through editorial review, revision, proofreading, layout preparation, ISBN registration, and final publication. For the researcher, seeing the completed book represented the realization of a collective academic effort involving authors, editors, and publishers. This experience strengthened the researcher's identity as



an academic author because the published book served as tangible evidence of intellectual contribution and participation in knowledge dissemination. However, the researcher's understanding of academic publishing expanded when the publisher introduced the copyright registration process after publication. Previously, publication had been perceived as the final destination of academic writing; however, participation in copyright registration revealed that publishing knowledge and protecting intellectual ownership are interconnected processes. The requirement to provide personal and administrative information, including author identity, contact details, identification documents, and digital signatures, demonstrated that copyright protection involves formal legal procedures. Although the publisher managed the registration process, the researcher gained valuable insight into how intellectual property protection is facilitated within academic publishing. The publisher's role was particularly important because many academics may focus primarily on producing scholarly works while having limited knowledge of legal procedures related to copyright protection. This experience showed that academic publishing involves not only creating and distributing knowledge but also ensuring that intellectual contributions receive formal recognition and legal protection. Consequently, the copyright registration process became a transformative learning experience that changed the researcher's understanding of academic authorship by highlighting that scholarly works require protection beyond the moment of publication.

The fourth theme represents the researcher's experience of receiving copyright protection and the deeper awareness developed through this process. The announcement that the collaborative book had successfully obtained copyright protection became a meaningful moment because it provided formal legal recognition of the intellectual work produced through collaboration. Receiving the copyright certificate created a sense of achievement and appreciation because it represented recognition of the time, knowledge, creativity, and effort invested throughout the writing and publishing process. Before experiencing copyright registration, the researcher primarily associated academic success with completing and publishing a book. However, receiving legal protection changed this perspective by demonstrating that publication alone does not fully represent the value of scholarly work. Academic publications also require mechanisms that protect authors' intellectual contributions and acknowledge their ownership. The researcher came to understand copyright not merely as a legal document but as a symbol of academic recognition and intellectual respect. Each chapter contained the author's expertise, ideas, and scholarly contribution, making copyright protection an important mechanism for safeguarding these intellectual assets. Furthermore, this experience strengthened the researcher's professional identity as a lecturer and academic author because the copyright certificate represented formal acknowledgment of participation in knowledge creation. The process also encouraged greater awareness of academic responsibility, particularly regarding the importance of protecting original works and respecting intellectual property rights. Rather than viewing copyright as an administrative obligation, the researcher began to perceive it as an essential element of ethical and responsible academic publishing. Therefore, encountering copyright protection became a turning point that transformed the researcher's understanding of authorship from simply producing knowledge to also protecting and valuing intellectual contributions.

The fifth theme demonstrates how the experience of obtaining copyright protection transformed the researcher's awareness of intellectual property rights within academic practice. Initially, the researcher's primary focus was on writing, completing the



manuscript, and achieving publication. However, involvement in the copyright registration process gradually changed this perspective by revealing that academic authorship extends beyond knowledge production. The experience showed that scholarly works represent intellectual assets that require recognition, protection, and responsible management. Copyright registration became understood not simply as a formal procedure but as an important mechanism for acknowledging the originality and value of academic contributions. Through this experience, the researcher developed a stronger appreciation that academic books are the result of significant intellectual investment involving research, analysis, creativity, and collaboration. Protecting such works is therefore essential to ensuring that authors receive appropriate recognition and that their contributions are not misused or overlooked. The experience also influenced the researcher's professional awareness as a lecturer. Academics are not only responsible for producing publications but also need to understand how their intellectual works can be protected within legal and institutional frameworks. This realization encouraged the researcher to become more attentive to copyright issues in future academic activities and to promote greater awareness among colleagues and students. From an autoethnographic perspective, this theme illustrates personal transformation resulting from direct engagement with intellectual property protection. Instead of understanding copyright only as a theoretical concept, the researcher developed practical awareness based on lived experience. The journey from writing to copyright registration therefore contributed to a broader understanding of academic professionalism, where knowledge creation and intellectual property protection are inseparable aspects of responsible scholarly practice.

The sixth theme reflects the researcher's deeper interpretation of the meaning of copyright protection for academic authors and the ways in which this experience reshaped the understanding of scholarly identity. Through the copyright protection process, the researcher recognized that copyright represents more than legal ownership; it symbolizes appreciation, recognition, and respect for intellectual effort. Producing a collaborative academic book requires extensive processes, including reading, researching, writing, revising, communicating with other authors, and responding to editorial feedback. Therefore, copyright protection represents acknowledgment of the collective intellectual journey behind the final publication. The experience revealed that copyright has multiple dimensions, including legal, professional, and academic significance. From a legal perspective, copyright protects unauthorized reproduction, distribution, and misuse of scholarly works. From a professional perspective, it strengthens the identity of lecturers as creators and contributors to academic knowledge. From an academic perspective, it supports integrity by ensuring that intellectual contributions are properly attributed and recognized. The researcher's experience also demonstrated that copyright protection can enhance motivation for future scholarly engagement. Receiving formal recognition encouraged continued participation in academic publishing and strengthened the commitment to produce and protect future intellectual works. Furthermore, the experience changed the researcher's understanding of academic authorship by extending it beyond the responsibility of disseminating knowledge. Responsible academic authorship also includes awareness of intellectual property rights and efforts to protect scholarly contributions. Through reflection, the researcher came to view copyright protection as an integral component of contemporary academic publishing rather than merely an administrative requirement. Ultimately, the journey from writing a collaborative book to obtaining copyright protection represents a process of professional growth, transforming



the researcher's identity from a knowledge producer into an academic author who understands the importance of creating, recognizing, and protecting intellectual contributions.

CONCLUSION AND SUGGESTION

A. Conclusion

This autoethnographic study explored the researcher's lived experience as a collaborative book author, focusing on the journey from academic writing to copyright protection as a form of intellectual property recognition. The findings revealed six interconnected themes that illustrate the transformation of the researcher's understanding of academic authorship and intellectual property protection. The first theme, initiating collaborative academic writing, demonstrated that participation in academic writing communities provided opportunities for networking, knowledge exchange, and entry into collaborative scholarly practices. Through this experience, the researcher recognized that academic authorship is not only an individual activity but also a collective process involving communication, coordination, and shared responsibility. The second theme, navigating the collaborative writing process, highlighted the importance of adapting to shared writing standards, managing academic responsibilities, and engaging in constructive revision. This stage strengthened the researcher's understanding that producing a collaborative academic work requires commitment, flexibility, and cooperation among multiple contributors. The third theme, experiencing academic publication and copyright registration, revealed that scholarly publishing extends beyond manuscript completion and publication. The copyright registration process introduced a new dimension of academic authorship by demonstrating the importance of legal recognition and protection of intellectual contributions. The fourth theme, encountering copyright protection, showed that receiving copyright recognition represented more than a legal achievement; it symbolized appreciation of the knowledge, creativity, and collective effort invested in producing the academic work. This experience transformed the researcher's perception of copyright from a formal administrative procedure into an essential component of responsible academic publishing. The fifth theme, developing awareness of intellectual property protection, illustrated how direct involvement in the copyright process increased the researcher's understanding of the importance of protecting scholarly works and encouraged greater awareness of intellectual property rights among academics. Finally, the sixth theme, meaning of copyright protection for academic authors, emphasized that copyright represents professional identity, academic recognition, and responsibility. The researcher came to understand that academic authorship involves not only creating and disseminating knowledge but also protecting intellectual contributions through appropriate legal mechanisms.

Overall, the study demonstrates that the journey from writing to copyright protection is a transformative academic experience that reshapes the meaning of authorship. Copyright protection should not be viewed merely as a legal requirement but as an integral part of scholarly responsibility, academic integrity, and professional development. The autoethnographic perspective contributes a deeper understanding of how intellectual property protection is personally experienced by academic authors and how legal recognition strengthens the value of scholarly contributions. This study suggests that higher education institutions and academic communities should provide greater



support and awareness regarding copyright protection to encourage lecturers and researchers to recognize, protect, and maximize the value of their intellectual works.

B. Suggestion

Based on the findings of this autoethnographic study, several suggestions can be proposed to strengthen intellectual property awareness and copyright protection practices within academic communities. First, higher education institutions should develop more comprehensive programs to improve lecturers' and researchers' understanding of intellectual property rights, particularly copyright protection for academic works such as books, teaching materials, research outputs, and digital publications. These programs should not only explain legal concepts but also provide practical guidance on copyright registration procedures and the benefits of protecting scholarly contributions. Second, academic institutions and publishers should establish stronger support systems to facilitate collaborative academic writing and copyright registration processes. Clear guidelines, legal assistance, and institutional services related to intellectual property protection can help academics navigate publication and copyright procedures more effectively. Third, academics should be encouraged to view copyright protection as an essential component of responsible scholarly practice rather than merely an administrative requirement after publication. Developing intellectual property awareness among lecturers and researchers can contribute to greater appreciation of originality, authorship, and academic integrity. Finally, future research is recommended to explore the experiences of other academic authors, collaborative writing communities, and institutional approaches to copyright protection using various qualitative perspectives. Such studies can provide broader insights into how intellectual property protection can be integrated into academic publishing practices and contribute to strengthening the recognition and sustainability of scholarly works.

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