

# WRITING PROJECT-BASED LEARNING TO DEVELOP DEMOCRATIC CLASSROOM

By:

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## Abstract

This article describes what and how the Writing Project Based Learning-Learning Model developing democratic value in classroom. This learning model is a model that developed by Dyah&Luthpi in 2015. Based on the research, the model is very useful to improving writing skill as well as means students in making moral action. The moral action means in this paper is how student can express, shows, and construct democratic values through their writing project.

**Keyword:** *Learning Model, PBL, and Democratic Value*

## I. Introduction

Education is an absolute necessity for human during his life. Without education, he cannot live well. Nowadays, society and cultural condition in Indonesia has exceeded the bounds of reasonableness. Social phenomena recently have indicated the decrease of moral values. Because of that learning process must be done with how to strengthening moral education or character education. It means that all the learning process should be carried out with guided values and moral action. The paper described how to raises democratic values using a writing project based learning-learning model by Dyah&Luthpi (2015).

This writing project approach consider based on Leming (1997: 28) statment " *there should be a four step process of character education: (a) expose the student to behavioral example of character educational virtue, (b) explore the relate these virtues to personal experiences, (c) apply them in an activity such as writing, and (d) take action through interdisciplinaty projects such as community service.*"

## II. Discussion

In the learning process, students are trained to build their own knowledge of their active involvement in the learning process. In the implementation of learning process, there are three phases of the writing project were applied in the teaching-learning process,

namely: (1) Preparing Project; (2) Developing Project; (3) Summing Project. The models and its process drawn as follows.

**A. Preparation (student centered class discussion/reflecting curiosity towards issues)**

1. The student have a clear vision about what the project for, while the teacher inserting a values of character to be cultivated;
2. Divide the class into three groups of writing media (newspaper,web, and blogs)
3. Explore the existing problem from the student;
4. Detailing the problems and considering what the values on it;
5. Estimate the information resources to collect data (interviewing, observe, book and internet) ;
6. Planning the media literacy project (newspaper/web/blog) and divide the class into groups;
7. Keeping the courtesy when collecting data or information;
8. Creating a project journal that consist of target activity, activity achievement, and the next activity.

**B. Development (a groups discussion to formulated the project)**

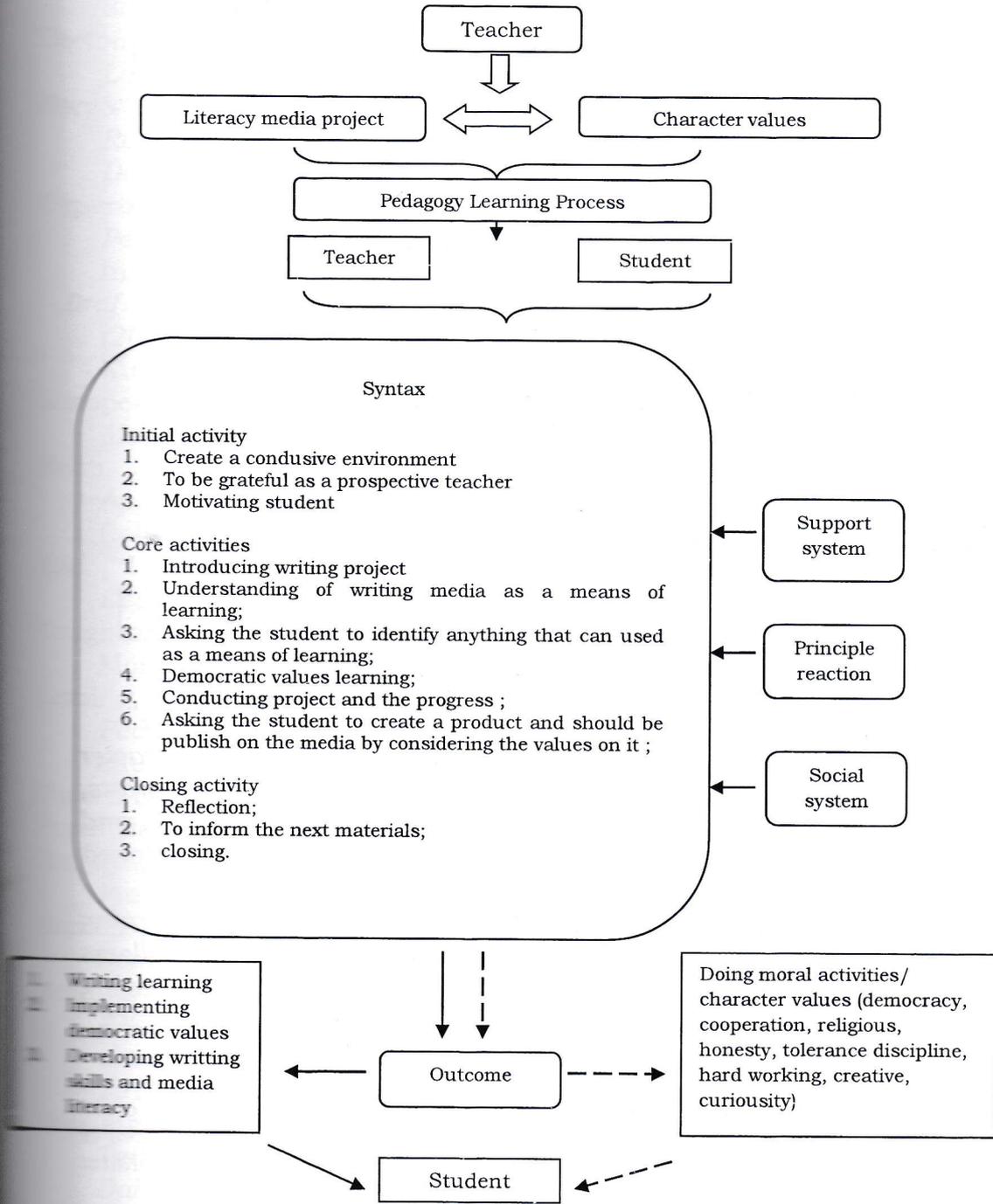
1. Formulated problems they have on this project on to newspaper/ web/ blogs
2. developing the tools of the project (ex: a draft of questionnaire) ;
3. Record obtained facts and data on to newspaper/web/blogs ;
4. Check the completeness and appropriatness of the data with the goal of project;
5. Processing on the result of the aquired data

**C. Feed Back (groups discussion to writedown the project report)**

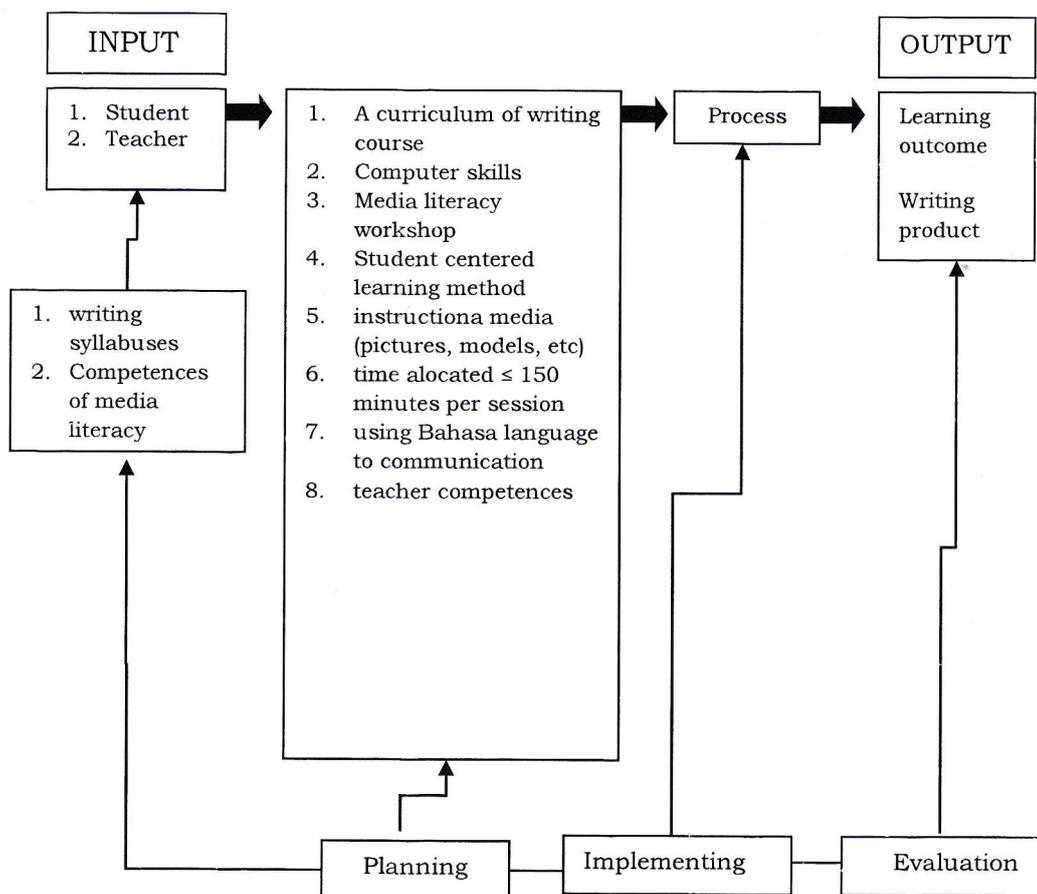
1. Write down the report of the project on to newspaper/web/blogs with the other groups as a reader target;
2. Set up the class for the reader circle (each group read the report of the other)
3. A group presentation;
4. Tutors feedback (cross checking the aims of the project, the data completeness, the inserting values and the reader targets);
5. Exchange the draft report (to be evaluated by the other groups);
6. Revise the draft 1;
7. Tutors and teacher feedback;
8. Revise the draft 2;
9. Publishing;

**D. Reflection and Conclusion**

1. Reflecting all the observable processes by asking a question;
2. A respond giving by the student;
3. Planning the next projec.



Description: —→ Instructional effect  
 - -→ Nurturant effect



### III. Conclusion

Kauchak & Eggen (2011: 339) said that “...*character education, suggest that moral values and positive character traits, such as honesty and citizenship, should be emphasizes, taught, and rewarded.*” Through this learning model values can developed during the writing process project.

“*a project is an in-depth investigation of topik worth learning more about...finding answer to student questions, direction follows children interest* (Helm & Katz, 2011: 2). Writing project chalenging student to investigate their work into an article or writing product.

*project provide the backbone of children’s and teacher’s learning experiences. They are based on the strong conviction that learning by doing is of great importance and that to discus in group and to revisit ideas an experiences is the premier way of gaining better understanding and learning.* Helm & Katzt (2011 :2)

It means that the writing process project carried out with guided democratic values. Writing project can create a democratic classroom because of the student need to understand each other in their team to publish they moral action through the writing product.

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