

Development of a Project-Based Learning Model through a Contextual Approach in News Writing

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Abstract

This development research aims to find out: (1) how the implementation of learning to news writing is currently being carried out by students of the PBSI Study Program, University of PGRI Semarang, (2) how the effectiveness of the implementation of project-based learning models through a contextual approach in the ability to news writing for students of the PBSI Study Program, University of PGRI Semarang, and (3) how to develop a project-based learning model through a contextual approach to improve the ability to news writing for students of the PBSI Study Program, University of PGRI Semarang. This research method is the Research and Development (R&D) method. The population of this research is the students of the PBSI Study Program, University of PGRI Semarang. Data was collected through observation, interviews, questionnaires, and tests. To develop the learning model, a preliminary study was carried out, model design, trials, revisions, and final modeling. After the final model is obtained, it is tested on students and summarizes the responses given by students. To analyze the statistical assessment in the process of implementing the test, the t-test was applied. Based on the results of the research, it is known that the students' views on how to learn to write news show that the learning that is mostly done by students is writing on their own either on campus, at home, and discussing with friends. After testing the hypothesis with the rule of $t_{\text{arithmic}} > t_{\text{table}}$ or $11.473 > 2.042$, there is a significant difference between student learning outcomes in the first treatment and the second treatment. At the development stage this model was analyzed based on the concept of learning to news writing including, material, methods, attitudes, steps, and learning design.

Keywords: News writing, project-based learning model, contextual approach.

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INTRODUCTION

Learning to write has a very important role not only for fostering communication skills but also for the benefit of mastery of science. It is through language that humans learn various kinds of knowledge that exist in the world. Quality learning is a learning condition that is oriented towards learning objectives. That is, learning is carried out really directed to achieve the formation of competence in students. This learning is reflected by the activities of lecturers and students who are shaded by appropriate learning principles, inspired by relevant learning approaches, and facilitated by learning methods and techniques that are in accordance with the objectives, student characteristics, and social context.

However, in practice, various old traditions in carrying out learning are often still found in the school world. The real evidence of this condition is that there

are still many lecturers who carry out learning only oriented to conveying knowledge to students and exercises in conveying material to students. As a result, learning becomes monotonous, does not stimulate the development of children's potential, does not motivate children to excel, so that it has an impact on the low competence of students.

In language skills, there are four components, namely listening, speaking, reading, and writing skills. Among the four skills, writing is the most recently mastered skill. Zainurrahman (2011: 2) states that among other language skills, writing is one of the most important skills. skills that are not mastered by everyone, especially writing in an academic context (academic writing), such as writing essays, scientific papers, and research reports. Learning to write at the PBSI Study Program, University of PGRI Semarang, is still facing problems, including students still having

difficulty in writing skills, especially writing news texts.

Learning to news writing for students of the PBSI Study Program at PGRI Semarang University which researchers have observed in its implementation so far is only a theory. Lecturers generally explain things related to writing material only. In this context, lecturers should not only understand the material to be taught, but should understand all the characteristics contained in it so that they can easily apply the new paradigm in the learning process. In this condition, lecturers do not provide opportunities for students to develop their own creativity. With such a learning model, many students are increasingly passive and tend to feel bored.

Based on the results of these observations, researchers are interested in developing a learning model to improve the skills of writing news texts. There are various kinds of learning models that can be applied in news text writing activities, including project-based learning models through a contextual approach.

Project-based learning model is one of the potential models in the learning process. Kosasih (2014: 96) states that project-based learning is a learning model that uses projects/activities as its goal. In addition, Nurhadi (2005:32) states that in project-based learning, the problem given is a context for students to learn about critical thinking and problem-solving skills and acquire essential knowledge and concepts from the subject matter. Meanwhile, Thomas (2000: 35) states the advantages of project-based learning, namely: (1) increasing student learning motivation, (2) increasing problem solving abilities, (3) increasing collaboration. The importance of group work in projects causes students to be able to develop and practice communication skills and student scientific performance, (4) improve resource management skills, namely being responsible for completing complex tasks.

In line with the project-based learning model, the contextual approach is one approach that many people talk about. In contextual learning, students not only listen and take notes, but learning is a process of direct experience. Sanjaya (2006, p. 225) states that the contextual approach is a learning strategy that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-life situations so as to encourage students to be able to apply it in their lives. In addition, Muslich, (2007: 53) states that there are several advantages of the CTL learning model, including the following: (1) providing opportunities for students to be able to move forward according to their potential so that students are more active in the teaching and learning process; (2) students can think critically and creatively in collecting data, understanding things and solving problems and

lecturers are more creative; (3) learning is more fun and not boring; (4) helping students work effectively in groups; (5) the formation of a good cooperative attitude between individuals and groups. Therefore, the CTL learning model is one of the right choices in carrying out learning to news writing.

A previous study conducted by Gesarina (2013) with the title "Improving the Ability to News writing with the Group Investigation Method" stated that lecturers in the learning process were less varied in choosing and using existing learning methods, so that students' difficulties in finding and expressing ideas had not been handled properly optimal.

In another study conducted by Amanada *et al.*, (2014) with the title "The Influence of Project-Based Learning Models on Learning Outcomes in terms of Student Self-Efficacy" states that project-based learning models are able to improve student learning outcomes better than conventional learning models.

As for the research conducted by Rahayuningsih *et al.*, (2013) with the title "Learning Biology with the CTL (Contextual Teaching and Learning) Model Using Animation Media and Environmental Media Judging from Scientific Attitudes and Learning Styles" concluded that learning through a contextual approach using animation media and environmental media can increase students' cognitive and affective values.

Based on this background, researchers are encouraged to develop a learning model for writing news texts through a project-based learning model through a contextual approach. Where the two learning models have the advantage of making students active in mastering a learning material that can be applied to the needs of students' daily lives. This research is directed at developing a news writing learning model with the title "Developing a News Text Writing Learning Model with a Project-Based Learning Model through a Contextual Approach"

Based on this background, the problem of this research can be formulated into how the implementation of learning to news writing in the PBSI Study Program, University of PGRI Semarang is currently; how to develop a project-based learning model through a contextual approach to improve the ability to news writing for students of the PBSI Study Program, University of PGRI Semarang; and how is the effectiveness of the application of project-based learning models through a contextual approach in the ability to news writing for students of the PBSI Study Program, University of PGRI Semarang. The purpose of this study, namely to describe the implementation of learning to news writing for students of the PBSI Study Program, University of PGRI Semarang; describe the development of the Project-Based Learning model

through a contextual approach to improve the ability to news writing for students of the PBSI Study Program, University of PGRI Semarang; and describe the effectiveness of the implementation of the Project-Based Learning model through a contextual approach to improve the ability to news writing for students of the PBSI Study Program, University of PGRI Semarang.

METHOD

The research method used research and development. Sugiono (2012:407) states that the Research and Development (R&D) is a research method used to produce certain products, and test the effectiveness of these products. In connection with this, in this study a project-based learning model was developed through a contextual approach as a product in the field of education, especially in the field of learning to news writing.

To achieve the target of good learning improvement, in this case a research method is needed that is able to focus on efforts to produce a practical and contextual solution without neglecting theoretical matters. Therefore, looking at these practical and contextual considerations, the research method that is considered appropriate to be used in this research is the Research and Development (R&D) method.

There are ten general steps for carrying out research and development according to Borg and Gall (2003:570), namely (1) research and information, (2) planning activity, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and distribution.

Sukmadinata (2013: 190) says that the ten steps of research and development proposed by Borg and Gall above can be simplified into three steps, namely (1) preliminary studies including literature studies, field studies, and compiling an initial draft of the product, (2) implementation of the model, and (3) product validation through implementation and product socialization activities.

This research was carried out until the implementation stage, namely after the final draft of the model was produced without proceeding to test results or model validation. However, Sukmadinata (2013: 187) states that it does not mean that the impact of the application of the developed model does not exist. The results or impacts of the application of the model already exist, both in the first trial and in the second trial because during the implementation of learning there are tasks carried out by students and there are results of learning tests to news writing. The results of the news text writing test assessment can be seen as the result or impact of the application and development of the learning model.

RESULTS AND DISCUSSION

The preliminary study was conducted by distributing questionnaires to 30 students of the PBSI Study Program, University of PGRI Semarang. In addition, questionnaires and interviews were also distributed to two lecturers of writing subjects who were competent, experienced, and capable.

Before processing the data that has been obtained, the researchers first verify the questionnaires that have been distributed to obtain accurate research data. After the researchers verified a total of 30 questionnaires were distributed to students as well as a total of 2 questionnaires were distributed to lecturers, then all of these questionnaires were included in the processing of research data. This is done so that the results of the study are more accurate.

Data regarding the supporting or inhibiting factors for the development of project-based learning models through a contextual approach for improving news text writing at MTs Surade consists of several variables, namely supporting or inhibiting factors from students and friends as well as from the lecturer and the school concerned.

The results of the study indicate that there are several factors that support or hinder the development plan of a project-based learning model through a contextual approach as follows.

1. Student Factor

Students in general can develop writing skills. Students can develop words, vocabulary, sentences, and discourse when writing. The results of the initial observations showed that students were able to develop writing skills.

The ability of students to develop writing skills is a supporting factor in the development of project-based learning models through a contextual approach. However, in practice, lecturers must pay attention to students who are not able to develop news text writing skills by providing opportunities, training, or special self-development.

2. Friend Factor

Closest friends or peers are one of the factors that support or hinder a person's writing skills. Closest friends or peers are people who are able to motivate others to be able to write.

3. Lecturer Factor

Lecturers are generally able to develop writing skills through lectures, discussions, presentations, and practice. The results showed that as many as one lecturer knew the project-based learning model through a contextual approach and both lecturers believed they were able to develop news text writing skills. Thus, the lecturer was one of the supporting factors for the

development of a project-based learning model through a contextual approach.

4. College Factor

In general, universities have adequate facilities and infrastructure for learning to news writing so that it is likely that this will facilitate the research process. The results of student research prove that students answer "yes" that universities provide media for their learning. So it can be concluded that the project-based learning model through a contextual approach that will be developed as a whole has the support of students, friends, lecturers, and the universities concerned.

At the development stage of this model, an analysis of the concept of learning to news writing was made including, material, method, attitude, steps, and learning design.

1. Material

The things that must be considered regarding learning materials for writing news texts are as follows.

- a. Have a clear concept analysis
- b. The thesis given must be logical and relevant to student life
- c. The relevance of the material must exist and have a close relationship
- d. The examples given are interesting

2. Method

The things that must be considered regarding the learning method of writing news texts are as follows.

- a. The structure and order of writing the news text is correct
- b. Correct learning structure and sequence
- c. Responses to the learning model

3. Attitude

The things that must be considered regarding attitudes in learning to news writing are as follows.

- a. How to speak in public
- b. How to present learning
- c. Knowing the elements of news text
- d. Attitude when learning

4. Steps

The things that must be considered regarding attitudes in learning to news writing are as follows.

- a. Having project-based learning steps through a contextual approach that is good, accurate, in accordance with the learning needs of news text writing skills.
- b. Have a good learning system
- c. Have a reasonable, friendly, and polite nature
- d. Have the ability to explore places of learning
- e. Having a reasoning technique makes good news
- f. Follow the technical instructions for the implementation of learning to write news text properly and correctly (according to)
- g. Have a good news writing material or topic

- h. Have relevant examples and cases
- i. Have a good method and attitude
- j. Have the ability to develop news well
- k. Have consistent/good feedback

Based on the results of discussions with lecturers of the Writing in Mass Media course, the results obtained regarding the design of the development model, utilization and processing, as well as monitoring and assessment of the implementation of this model are relatively no problems because most students have received learning to news writing and most students have adequate competence and capacity to carry out learning to news writing. However, there are some adjustments regarding the material provided, the duration of time, and the level of students' ability to the material provided, especially regarding learning time. Based on the reflection of the results of the application of the model, it is obtained that the researchers made several improvements to the content of the learning material as a whole as well as improvements to the given topic reviews. Regarding the results of the implementation of the project-based learning outcomes model through a contextual approach that is predicted to be able to improve the skills of writing news texts for students of the PBSI Study Program, University of PGRI Semarang. Enforcement is carried out in accordance with the needs and time constraints of the study.

The initial implementation of the project-based learning model through a contextual approach was well implemented. Students follow the lecturer's directions about the learning that will be carried out with enthusiasm, enthusiasm, and responsibility. Although there are some students who are not ready to follow the course of learning to news writing. However, overall students are able to follow and carry out the learning process of writing news texts using a project-based learning model through a contextual approach well.

1. Core activities

At the project determination stage, students develop their thinking that they will learn more meaningfully by working alone, self-determining, and constructing their own knowledge and skills in making news texts (constructivism). Students are given an overview of how to make news texts and the profession of news hunters (constructivism). Students determine the type of activity or work they will do. The lecturer directs the student's choices so that they remain in the learning corridor, remain relevant to the KD that is being developed.

In the early stages of designing project completion steps, students are guided by lecturers regarding planning tools, materials, time required, and other things. Included in this stage is the division of tasks among students because the project is intended to be carried out in groups. At the implementation stage,

students design the core activities that will be carried out, including mapping the obstacles they may face along with possible ways to overcome them.

In the preparation of the project implementation schedule, the students are guided by the lecturer to schedule all the activities that have been designed by them. The plan shows how long it will take for the project to be completed step by step. The schedule in question is adjusted to the program available to the lecturer himself, as well as the student's ability to complete the project he has designed.

For project completion with facilitation and monitoring of lecturers, at this stage each student does the assignment according to the previously designed division. Lecturers play a role in motivating, directing, coordinating so that student activities and projects can ensure their completion properly and on time. Student activities are monitored by lecturers in the framework of the assessment process, in accordance with predetermined indicators, both on affective, psychomotor, or cognitive aspects.

The process of delivering the results of activities and the presentation / publication of project results. The form of delivery depends on the project produced by students. If it is in the form of a work, students can show or exhibit their work by explaining the manufacturing process, benefits, and advantages of their work to their friends

In evaluating the process and results of the project, lecturers and students reflect on the series of activities they have undertaken and the results. At this stage, students have the opportunity to share their experiences, impressions, and difficulties they face. Lecturers then provide various inputs and considerations related to the quality of their work.

2. Close Activity

The process of implementing project-based learning models through a contextual approach to learning to write texts is carried out by researchers as well as models. Lecturers of the Mass Media Writing course were also present in the class observing the learning process as well as providing assessments. In the application to one student, it was seen that they were enthusiastic about following the learning process. However, there are still those who do not understand the purpose of learning directed by the lecturer. However, in the second implementation, all students seemed capable and enthusiastic about carrying out the learning process well.

The following will describe the assessment aspects used in assessing news texts written by students.

The initial ability to news writing for students of the PBSI Study Program, University of PGRI

Semarang, is known from the results of the first implementation. The data were analyzed based on every aspect of the ability to news writing, which included mastery of news content, news text organization, grammar, writing style, and spelling. After testing the hypothesis based on research data using the excel program, the results were $t = 11.473$ with a significant level of 0.05 for $N = 30$, namely 2.042, it was found that there was a significant difference between student learning outcomes in the first treatment and the second treatment. Based on the above, it can be seen that the t count is 11, 473 and the t table is 2, 042. So, with the rule of t arithmetic $> t$ table or $11.473 > 2.042$, there is a significant difference. Based on the results of the research above, it can be concluded that the alternative hypothesis is accepted, namely that there is a significant difference in the first and second application in writing news texts using a project-based learning model through a contextual approach.

The results of the research above show that the opinion of students after using learning to news writing using a project-based learning model through a contextual approach that has been developed is very satisfying. This is indicated by the very significant research results, as many as 30 students (80%) answered learning to news writing using The project-based learning model through the contextual approach that has been implemented is very interesting.

Based on the results of the research above, it can be concluded that learning to news writing using a project-based learning model through a contextual approach that has been implemented and developed is proven to attract students so that students are very enthusiastic in participating in learning to news writing.

Based on the results of the research above, it can be concluded that the learning carried out using a project-based learning model through a contextual approach is very good. Learning becomes more effective and interesting. Meanwhile, in the implementation of project-based learning model learning through a contextual approach, the opinion of the lecturer states that there is no problem for the students. students and even students become active and creative in developing their ideas. This is because students are motivated and compelled to news writing about the nature around them. However, there are only a few students who still have difficulty in writing news texts. This is because these students rarely attend school, are lazy, and do not pay attention. But overall the news text by the students is very good.

The suitability of the material with the learning objectives, the order of the materials given by the lecturer, the suitability of the learning material for writing news texts with the actualization of life, the suitability of the learning materials for writing news

texts with the curriculum in the opinion of the writing lecturers are very appropriate.

The implementation of project-based learning through a contextual approach to learning to news writing, according to the opinion of the lecturer, based on research, stated that it was very good, there were no problems. According to the lecturer, the quality of the news text produced is very good.

The ability to write student news texts is obtained by using the tests that are available on the assessment instrument. Test activities are carried out through model application activities. The results of the student's ability to news writing can be seen from the average score of students. The ability to news writing of students after being given a project-based learning model through a contextual approach experienced a significant increase compared to before being given a project-based learning model through a contextual approach. This means that learning has succeeded in making students skilled in writing news texts. This can be proven by an indication of an increase in the average score of test results.

Approach that has been ongoing so far has components that can support successful learning. The input components, especially students' interest in learning to news writing, are good. Students tend to like learning. Many reasons were put forward by students regarding attitudes towards learning to news writing, including interesting lessons, fun learning, good lecturers, and writing has many benefits for life.

Instrumental input components, including lecturers, methods, techniques, media or learning resources, and learning programs are supporting components in the successful achievement of learning objectives. Some things that support learning to news writing are teachers who have carried out learning with various methods, lecturers provide guidance to students, and lecturers are able to direct students towards good learning.

The output component is based on the preliminary study above, the majority of students have understood the learning material provided, although there are some students who still have difficulty in writing news texts in the lessons that have been given. Some of the reasons given by students about this, including the material is easy, the lecturers are smart, also because the lecturers are able to explain the material well and use adequate facilities and infrastructure.

Based on the description above, it can be concluded that students are very interested in the project-based learning model through a contextual approach in learning to news writing and understand the

learning materials provided. Lecturers are able to use various methods.

CONCLUSION

Based on research data from questionnaire data distributed by researchers to students, there are various views of students regarding the learning methods used by lecturers in the implementation of learning. The results showed that the learning methods carried out by students in learning to news writing were as many as 8 students (26, 67%) stated that they were told to write themselves, as many as 13 students (43.33%) stated that they were told to write and were guided by lecturers, 2 students (6,67%) stated that they gave writing assignments at home, and as many as 7 students (23, 33%) stated that they were given writing assignments with friends. Based on these results, the students' views on how to learn to write news shows that the learning that is mostly done by students is writing themselves at school, at home, and discussing with friends.

After testing the hypothesis based on research data using the excel program, the results obtained $t = 11.473$ with a significant level of 0.05 for $N = 30$, namely 2.042, it was found that there was a significant difference between student learning outcomes in the first treatment and the second treatment. Based on the above, it can be seen that t count is 11, 473 and t table is 2, 042. So, with the rule of t arithmetic $> t$ table or $11.473 > 2.042$, there is a significant difference. Based on the results of the research above, it can be concluded that the alternative hypothesis is accepted, namely that there is a significant difference in the first and second application in writing news texts using a project-based learning model through a contextual approach.

At the development stage of this model, an analysis of the concept of learning to news writing was made including, material, method, attitude, steps, and learning design. Project-based learning materials through a contextual approach have a clear concept analysis, the thesis given is logical and relevant to student life, has material relevance and is closely related, and the examples provided are interesting. The learning method for writing news texts through project-based learning through a contextual approach has the correct structure and sequence of writing news texts, the correct structure and sequence of learning, and responses to the learning model. The attitude of learning to news writing through project-based learning through a contextual approach has a way of speaking in public, how to present learning, knowing the elements of news texts, and attitudes when learning. Things that must be considered regarding attitudes in learning to news writing are to have project-based learning steps through a good, accurate contextual approach, according to the needs of learning news text writing skills; have a good learning system; have a natural, friendly, and polite nature; have the ability to explore

the place of learning; have a reasoning technique to make good news; follow the technical instructions for the implementation of learning to write news text properly and correctly (according to); have good news writing material or topics; have relevant examples and cases; have a good method and attitude; have the ability to develop news well; and have consistent/good feedback.

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