

ABSTRACT

Lolan, Frederikus Boli. 2017. *The Representation of Ignatian Pedagogy in Erin Gruwell's Teaching Learning Process as Seen in Freedom Writers Diary*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study is to analyze the representation of Ignatian Pedagogy in Erin Gruwell's learning process based on the *Freedom Writers Diary*. The purpose of this study is to analyze and find out the learning process of Erin Gruwell and her students in room 203 that represents Ignatian Pedagogy. The focus of this study is on one research question: how is Ignatian Pedagogy represented in Erin Gruwell's teaching learning process as seen in *Freedom Writers Diary*?

To answer the research question, this study adopts Ignatian Pedagogy as the approach of the study. There are two sources used in this library study. The primary source of this study is *Freedom Writers Diary*. The secondary sources of this study are electronic sources and books of Ignatian Pedagogy.

This study found that Erin Gruwell's teaching learning process in *Freedom Writers Diary* represents Ignatian Pedagogy. The researcher analyzed the content of the diary written by students in room 203. The analysis used five basic elements in Ignatian Pedagogy namely Context of Learning, Experiences, Reflection, Action and Evaluation. Furthermore, this study also discusses 3 C's of Ignatian Pedagogy namely Competence, Conscience dan Compassion in relation with Erin's teaching learning process.

This study also suggests some necessary points. Those suggestions are for future researchers and teachers. Future researcher may use this study as a reference in doing research which has similar concern in teaching learning process of Erin Gruwell and her students in *Freedom Writers Diary*. The teacher may use this study to have more information in understanding students' situation and condition in the teaching learning process.

Keywords: teaching, Ignatian Pedagogy Approach, context of learning, experiences, reflection, evaluation.

ABSTRAK

Lolan, Frederikus Boli. 2017. *The Representation of Ignatian Pedagogy in Erin Gruwell's Teaching Learning Process as Seen in Freedom Writers Diary Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Kependidikan, Universitas Sanata Dharma.*

Studi ini menganalisis representasi dari pedagogi Ignasian dalam proses pembelajaran Erin Gruwell dalam *Freedom Writers Diary*. Studi ini bertujuan untuk menganalisa dan menemukan proses belajar Erin Gruwell dan siswanya dalam ruangan 203 yang merepresentasikan pedagogi Ignasian. Studi ini fokus pada satu pertanyaan: Bagaimana pedagogi Ignasian terrepresentasikan dalam proses belajar Erin Gruwell yang terdapat dalam *Freedom Writers Diary*?

Studi ini mengadopsi pendekatan pedagogi Ignasian untuk menjawab pertanyaan tersebut. Dua sumber digunakan dalam studi pustaka ini. *Freedom Writers Diary* adalah sumber utama dalam studi ini. Sumber-sumber sekunder dalam studi ini adalah sumber-sumber elektronik dan buku-buku mengenai pedagogi Ignasian.

Dalam studi ini ditemukan bahwa proses belajar yang diterapkan Erin Gruwell di ruangan 203 berdasarkan *Freedom Writers Diary* merepresentasikan pedagogi Ignasian. Temuan pertama dilakukan dengan menganalisa isi diary yang ditulis oleh para murid dalam ruangan 203 menggunakan 5 elemen dasar dalam pedagogi Ignasian yaitu Context of Learning, Experiences, Reflection, Action dan Evaluation. Setelah itu dipadukan lagi dengan 3C dari pedagogi Ignasian yakni Competence, Conscience dan Compassion.

Studi ini juga mengajukan beberapa saran. Saran-saran ditujukan kepada para peneliti selanjutnya dan calon guru. Para peneliti selanjutnya dapat menggunakan studi ini sebagai referensi untuk studi lanjutan mengenai proses belajar yang dilakukan Erin Gruwell bersama murid-muridnya dalam *Freedom Writers Diary*. Para calon guru dapat merujuk pada studi ini untuk memperkaya pengetahuan dalam mengajarkan siswa serta memahami keprobadian siswa.

Kata kunci: teaching, Ignatian Pedagogy Approach, context of learning, experiences, reflection, evaluation.