

INDONESIAN GEOGRAPHY REGIONAL STUDY RESULTS IN UNP STUDENTS

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ABSTRACT: Regional Geography Indonesia courses are subject areas of expertise in the Department of Geography FIS UNP. Based on an initial survey of learning outcomes in the Regional Geography Indonesia course in the last five years it was revealed that the achievement of learning outcomes was classified as low to moderate. Students who mastered the material 85% not more than 15% students and the average student who mastered the material 68%, meaning that students get a value of B. This study aims to determine the direct and indirect influence of the use of learning resources, the ability to read maps and socioeconomic status as well as learning motivation towards the learning outcomes of Indonesian Regional Geography. The research method used is quantitative with a path analysis approach. The population of this research is all students majoring in Geography who have taken Indonesian Regional Geography courses totalling 507 people. The research sample was drawn by proportional random sampling of 84 respondents. The analysis shows the use of learning resources (X_1) the ability to read maps (X_2) socioeconomic status (X_3) and motivation to learn (Y), which directly or indirectly influence the regional learning outcomes of Indonesian geography (Z).

Keywords: *Indonesian Geography Regional, Utilization, Read Maps, UNP.*



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1. INTRODUCTION

In the past, many who thought that geography was the science of the location of a place, such as the location of islands, mountains, rivers, cities and various facts on earth. Many laypeople assume that science is not important, it is useless and so on. Every question raised is always answered with answers that are highly dependent on one's memory (cognitive). As the development of civilization, science and technology, geography questions are not only limited to cognitive aspects but also in the form of effective and psychomotor. In many developed countries, the walls of schools ranging from elementary schools to high schools display the motto "The more that you read the more things you will know, the more that you learn the more places you will go!" This sentence motivates and inspires students to learn (geography in particular) better and diligently.

Geography is the science that describes the differences and similarities in space on earth and the relationships that occur between these spaces. Thus, knowledge of geography is the knowledge that is needed by every individual on earth. The goal is that the face of the earth can be maximally utilized to improve the welfare of humanity. Regional geography is the origin of geography, which means understanding the regional geography of a region means knowing and explaining all phenomena that occur in the region. Almost all geography material in the 1994, 2004 or 2013 curriculum for secondary

schools is related to regional geography. Every prospective teacher or geography teacher should be required to master this regional geography material.

Based on the reality in the field, many geography students of FIS UNP lack understanding of the nature of the subject matter, resulting in unsatisfactory grades in the Indonesian Regional Geography course. Various approaches, strategies and learning methods have been applied but the concept of complete learning, in general, is very difficult to achieve. The percentage of students who can study thoroughly (mastery of material 85 to 100%) is very little (11 to 24%) from year to year. This also happened in other regional geography courses such as World Regional Geography, Asia, Europe, Africa, America and Australia. The low scores obtained from this regional geography course have resulted in the student's cumulative achievement index score being unsatisfactory, with an average cumulative achievement index of only 2.8 with daily results with an average of below 7.

Based on the results of observations in the field, the low geographical regional learning outcomes are thought to be influenced by several factors, including the low utilization of learning resources by students. This is shown by the low intensity of student visits to Department libraries, Faculties and central libraries (Universities) and they come to the laboratory only when lecturing/practising with lecturers. The ability to read maps of students is low, it can be seen from the lack of understanding of regional characteristics with the phenomena that

occur in an area during lectures. Even more fatal again there are still many students who do not have an atlas or a map. Also, student motivation is low, as seen from short learning time flowing, gathering but not discussing, often returning home, staying up late but not studying. In this regard, [1] explains that in outline the factors that influence student learning outcomes can be classified into two, i.e internal factors and external factors. Internal factors are factors that exist within students, including interests, attitudes, initial abilities and motivation, while external factors are factors that come from outside the students, including the socioeconomic status, learning culture, school environment, and infrastructure school.

Based on preliminary observations that researchers have made of 46 students majoring in Geography in 2010, State University of Padang it is known that the factors affecting the learning outcomes of Regional Geography of Indonesia, i.e: (1) internal factors are more dominant than external factors, (2) factors originating from within student (internal) which involves the use of learning resources, the ability to read maps and learning motivation is low, (3) students' socioeconomic status is classified as low, while the physical condition is classified as good. (4) external (external) factors concerning the state of school buildings, curriculum, facilities and infrastructure as well as lecturers (teacher quality) are classified as good. The many factors that influence student

learning processes and outcomes, this article will explain one of the factors that influence learning outcomes, i.e factors originating from within the student (internal) concerning the use of learning resources, the ability to read maps, socioeconomic status and learning motivation towards learning outcomes of Indonesian Regional Geography.

2. METHOD

This research is a descriptive study of quantitative methods. The quantitative method that researchers believe is reliable is the path analysis method using structural equations, i.e the causality dimension of the direct influence of the utilization of learning resources (X_1), the ability to read maps (X_2), and socioeconomic status (X_3) on the learning outcomes of Regional Geography of Indonesia (Z), and indirect causality of the use of learning resources (X_1), the ability to read maps (X_2) and socioeconomic status (X_3) on the learning outcomes of Regional Geography of Indonesia (Z), through learning motivation (Y).

Data collection uses questionnaire techniques in the form of questionnaires and tests to measure the ability to read maps (4) the data collected is then analyzed to obtain research conclusions, while the research flow of thought is increasingly clear by paying attention to Fig. 1 below.

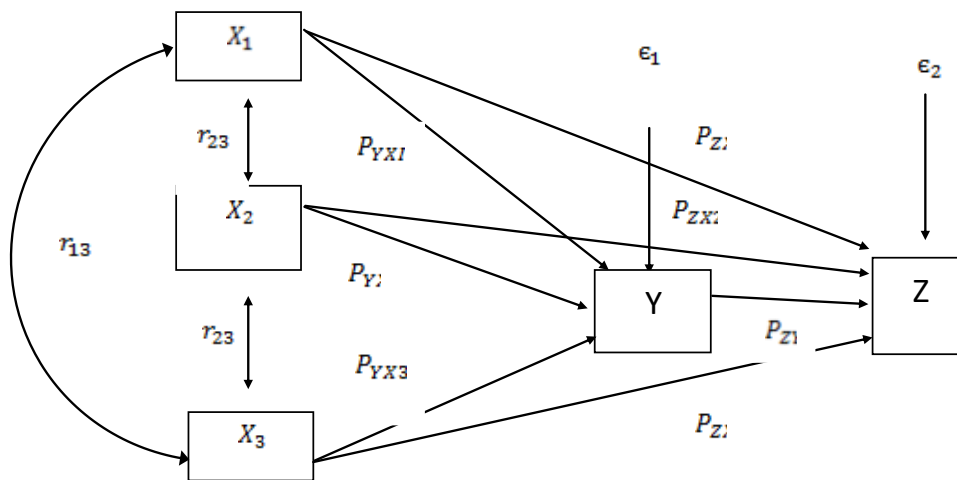


Fig. 1 Constellation of relationships between X_1, X_2, X_3, Y, Z and Y

Information:

X_1 = Utilization of learning resources
 X_2 = Ability to read maps
 X_3 = Socioeconomic status
 Y = Learning motivation
 Z = Learning Outcomes

ρ_{zx1} = Path coefficient between X_1 with Z
 ρ_{zx2} = Path coefficient between X_2 with Z
 ρ_{zx3} = Path coefficient between X_3 with Z
 ρ_{yx1} = Path coefficient between X_1 with Y
 ρ_{yx2} = Path coefficient between X_2 with Y

ρ_{yx3} = Path coefficient between X_3 with Y

ρ_{yz} = Path coefficient between Y and Z

ρ_{e1} = Path coefficient for residual X_1, X_2, X_3 with Y ;

ρ_{e2} = Path coefficient for residual X_1, X_2, X_3 and Y with Z

3. RESULTS AND DISCUSSION

The first hypothesis testing shows that there is a significant influence on the variable utilization of

learning resources on regional learning outcomes in Indonesia. The positive regression coefficient sign of the Indonesian regional learning outcomes variable shows that there is a direct relationship of the variable learning resource utilization with the Indonesian regional learning outcome variable where the higher the level of learning resource utilization, the higher the regional learning outcomes of Indonesia.

In regional geography lectures, the use of learning resources can make it easier for students to help in solving geographic problems so that learning objectives can be achieved. Utilization of learning resources can provide convenience to someone in their learning [2]. By optimizing the learning process it is expected that students can achieve optimal and satisfying learning achievement. This will be achieved if students are actively involved both physically, mentally, and emotionally. In essence, the main goal of each learning process is to obtain optimal results.

The second hypothesis testing shows that there is a significant influence on the ability to read maps on regional learning outcomes in Indonesia. The sign of the positive regression coefficient of the Indonesian regional learning outcomes variable shows that there is a direct relationship between the variable ability to read maps with the Indonesian regional learning outcomes variable where the higher the level of map reading ability the higher the regional learning outcomes of Indonesia.

The ability to read maps for geography students is a foundation to be able to deepen and broaden knowledge, especially geography. As the ability that underlies the next level of knowledge, the ability to read maps needs to get serious attention from every geography student, because if the ability to read maps is weak they will experience difficulties after plunging into society later. Reading maps can be defined as the ability to interpret images, symbols, colours, lines, scales, other map elements as well as various phenomena that exist above the mapped area. [3, 4] reading is the process of constructing meaning through the dynamic interaction between the reader's existing knowledge when reading maps and the information contained in maps. The ability to read maps is one of the important abilities or initial knowledge besides language and numeracy skills [5]. Early ability is the knowledge possessed by students about basic material as a prerequisite in learning new material. This initial knowledge is also called a cognitive scheme or structure that is stored in long-term memory as a database. [6] suggests that the initial ability (entry behaviour) is a state of knowledge or skills that must be possessed by a student first before he learns new knowledge or skills. Furthermore, Al Ghazali was quoted by [7] as saying that the level of capture of understanding based on each person's ability is different. Reading a map is like reading a textbook's understanding.

Where there are students who succeed in achieving an understanding of material easily and well as indicated by good learning outcomes, there are also students who struggle to achieve material understanding, and there are also students who fail to understand the material. That is, students with low map reading skills will not be able to achieve high learning outcomes.

The third hypothesis testing shows that there is a significant influence of socioeconomic status variables on the regional learning outcomes of Indonesia. The positive regression coefficient sign of the Indonesian regional learning outcomes variable shows that there is a direct relationship between the socioeconomic status variable with the Indonesian regional learning outcomes variable where the higher the socioeconomic status the higher the regional learning outcomes of Indonesia. The findings of this study, supported by the opinion [8] state that the family's socio-economic situation certainly has a role in children's development if we think that the economic situation is adequate, the material environment faced in the family is wider, it can more broadly develop a variety of skills that cannot be if there is no infrastructure.

The socioeconomic status of the family will certainly affect the development of children, this can be considered if the family economy is sufficient for children's development, then the material environment faced by children in the family will be wider, children will get wider opportunities to develop various skills that he cannot develop if there is no infrastructure. The findings of this study are reinforced by statements made by [9] which state that teaching at home is closely related to the social and economic status of parents. Socio and economic status of the community are usually found hand in hand although not absolute, low social status tends to be followed by low economic status as well, and vice versa. In raising their children the low social and economic status of parents tends to use physical punishment (violence) if there is one mistake committed by the child, while high social status avoids violence in raising their children. In this case, parents are looking for techniques that can develop children's creativity without going through violence. Differences in handling or how to raise children from the two groups resulted in differences in perceptions of children and ultimately also affect the learning outcomes at school.

The problem of income level faced by parents in continuing their children's education seems to still be a very complex problem whose solution depends a lot on the level of economic growth in which the parents are. The rural world according to [10] is still characterized by poverty in the field of material, low family income, low levels of general investment (such as water and electricity), and limited supply of necessities of life.

Thus, the problem of family economic difficulties causes a decrease in the number of students who continue their education to a higher level. According [11] states that economic problems can trigger dropouts from school and eventually not a few of them become street children. Furthermore [12] economic problems often cause social problems, such as family instability, poverty and so on. Their children thrive in a culture of poverty and even many of them live without hope and be indifferent. As Laurie and Reif said [13] poverty, i.e the level of people still struggling to meet their basic daily needs is a major obstacle in the implementation of further education.

The findings of this study are reinforced by the statement [14] stating that because parents have low incomes, even children who are at a young age are encouraged to help ease the burden of parental life by taking part in agricultural efforts. Another fact that shows the opportunity for participation in economic activities in urban areas can sometimes also encourage children to decide that it is better to enter the labour market rather than continuing education.

The results of the study give a deep meaning that there is a significant influence of socioeconomic status variables on regional geography learning outcomes in Indonesia, where students who have low socioeconomic status will not be able to achieve high learning outcomes, and vice versa students who have high socioeconomic status will not be able to achieve low learning outcomes. A low level of parental income results in the inability of parents to provide adequate learning facilities for their children. The low level of education coupled with the low level of income of parents also causes parents to be unable to help children when faced with difficulties in school lessons. Such circumstances often cause children to experience tension or stress which can eventually lead to learning disorders. Prolonged learning disabilities eventually cause children to become lazy schooling, and even will drop out of school.

4. CONCLUSION

Based on the results of data analysis and statistical calculations it can be concluded as follows: the use of learning resources, the ability to read maps, socioeconomic status and learning motivation significantly contribute to Indonesia's regional learning outcomes can be received. Based on calculations also note the contribution of the first indirect effect, the variable utilization of learning resources (X_1) to the Regional Learning Outcomes of Indonesia (Z) through learning motivation (Y) that is equal to 3.43%. secondly, the ability to read maps (X_2) towards Indonesian Regional Learning Outcomes (Z) through learning motivation (Y) is 4.44% and thirdly, the socioeconomic status

variable (X_3) towards Indonesian Regional Learning Outcomes (Z) through learning motivation (Y) which is 28.2%. Based on the conclusions above, it is recommended for students to increase the use of learning resources. Among the most practical, economical and multi-functional learning resources, today such as smartphones are highly recommended. Follow the direction, consultation and guidance by lecturers or laboratory assistants carefully, both in the laboratory, library, improve mastery and use of information technology through this smart cellphone. It is expected that students will further improve their map reading skills, through training or special mapping upgrading, conducting mapping training, carrying out practicum mapping in laboratories. Besides that, students are also expected to further increase their motivation to learn. This research material suggests there are still various other variables that influence efforts to improve the learning outcomes of regional geography in Indonesia. Related to this, it is recommended for other researchers to continue this research by examining other relevant variables that influence the regional learning outcomes of Indonesia.

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