
**UTILIZATION OF LEARNING MEDIA MY MAP MY ADVENTURE TO INCREASE
GEOGRAPHY LEARNING RESULTS**

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ABSTRACT

The aim of this research are: to (1) Describe the utilization of my map my adventure to improve learning outcomes on geography subject, (2) To know the improvement of learning outcomes through the application of learning media my map my adventure on geography subjects. This classroom action research uses two cycles in class XI IPS 4 SMAN 1 Purwanto study year 2017/2018. The indicator of success in this study mastery of classical learners is above 65% and increase learning outcomes of learners. The results of this research are: (1) Utilization of my map my adventure media through several stages of archipelagic activities, core activities consisting of learners reading various references, forming groups, playing my map my adventure, presentation and ending with closing activities, (2) Utilization media my map my adventure can improve the learning result of geography. Increased learning outcomes are reflected in students who complete the precycle is 9 students (36%) of unfinished 16 students (64%), in the cycle I learners who complete as many as 15 students (60%) while the unfinished as many as 10 students (40%), in cycle II learners who completed up to 22 (88%) and unfinished to 3 students (12%).

Keywords: Learning Media, My Map My Adventure, Learning Outcomes.

A. INTRODUCTION

Education is a very important process in generating the next generation of quality successors. Along with the development of the age, the increasing educational quality what must be done to develop the potential of learners. Education process can be obtained in schools and informal education that can be obtained outside school for example at home. Learners do a process called learning and the school is the dominant provider of education.

In essence learning activities is a process of interaction or reciprocal

relationship between educators and learners in the learning process unit. Educational problems cannot be separated from learning problems, because learning is the core of the process of improving the quality of education. The effectiveness of learning can be illustrated from the achievement of learners during the learning process.

Geography subjects is one of the subjects that encourages learners to have the ability and develop an understanding of the variation and spatial organization of society, place and environment on earth. In geography subjects, learners are

encouraged to understand the physical aspects and processes that shape the earth pattern, the characteristics and the spatial distribution of the ecology on the surface of the earth.

Indonesia is a vast country with a variety of ethnic, culture and landscape ragans. Based on data from the Geospatial Information Agency (2015), Indonesia has 34 provinces, 508 districts / cities, 13,466 islands, 99,093 km long coastline, 1.890.739 km² land area, 3.092.085 km² archipelago, 282,583 km²

of territorial sea, 2,749,000 km² of continental shelf, and the total economic zone is 2,936,345 km².

Based on preliminary survey conducted on 25 students in class XI IPS4, the understanding of national cultural material spatially is still relatively low. The majority of students are only able to name the island in Indonesia, not to the point of understanding the national culture spatially. Details are shown in the following table:

Table 1. Survey Results Understanding Spatial Concept NKRI

Aspect	Number Of Learners
Can show the name of the island, boundaries, culture	5
Can name only the island	12
Can mention the culture only	5
No opinion	3

Learners are a strategic potential to advance Indonesia in the future. If students do not have a good understanding of national culture spatially, it is feared that it will threaten the sovereignty of NKRI in the future. This is a serious problem that solutions must be found to a spatial understanding to student about national culture of Indonesia through the learning process.

Spatial thinking is an important identifier in geography learning activities. The study of geographic phenomena does not merely explain the existence of a

phenomenon and the process of occurrence of these phenomena on the surface of the earth but also the shape, size, direction, pattern of phenomena and linkages with other phenomena (Setiawan, 2015).

Earth education effectiveness should focus on spatial thinking so that students understand spatial patterns, interrelationships, and relationships. Spatial thinking can be supported by support systems that have the ability to show various types of problems, use various types and amounts of data and require different levels of ability and experience (Kersky, 2008).

The low learning outcomes about national culture is caused by the learning media used is not optimal, it doesn't accord to the needs of learners. Lessons learned are

dominated by the use of textbooks so that learners tend to memorize facts without understanding the concept spatially.

B. METHODS

The research method used is classroom action research. Setyosari (2010: 43) defines classroom action research as a research that we can do in practical situations, with a view to increase or improve practical situations.

Tripp in Subyantoro (2012: 34) stated that classroom action research design includes four stages: planning, action, observation, and reflection. In the study the stages are carried out systematically on two treatment cycles of action and observation where as one initial condition as a comparison after a cycle treatment. The research was conducted in class XI IPS 4 SMAN 1 Purwantoro academic year 2017/2018 with research subject 25 students.

The data collected in this study is the cognitive learning outcomes and learning activities of learners. While the source data in the form of test results, observation, questionnaires, documentation and interviews. The indicator of success in this research is the increasing of learning result of geography of national cultural material, namely: (1) At least 65% of students are mastering the

geography lesson, (2) There is an increasing of average value in one class.

C. RESULTS

Initial conditions

Based on preliminary research data in all class XI IPS that includes class XI IPS 1, XI IPS 2, XI IPS3 and XI IPS 4, it's obtained that the lowest learning result on the material of Indonesian national culture is class XI IPS 4. It is shown by the completeness of the learning result wich is different from other classes that are complete learners are 9 students (36%) and not complete are of 16 students (64%) with an average is 64.74%.

Results of analysis on the results of students' answers is found some obstacles in studying the material of Indonesian national culture. Most of the learners' answers have not been able to comprehend the concept of national culture spatially. Learners tend to memorize, when the memorization is lost then they cannot answer the given question.

Furthermore, to strengthen the data about obstacles in studying Indonesian national culture researchers conducted interviews to learners to know more deeply about the difficulties and obstacles in studying

the material of national culture. From the interview result it is concluded that: (1) Learners have difficulty in understanding the material of national culture because the material is abstract and the scope is wide (2) Habits of learners who put forward memorization more than with material understanding (3) Learners need media that can bridge between the material and the understanding of learners

Cycle I

Based on the results of the initial conditions, then the action is done in cycle I consisting of planning, implementation of activities, observation, reflection. The action in cycle I was held 2 times meeting (4x45 minutes). Implementation of the action through three stages are: (1) Educators apperception, (2) Learners explore various information related to the material, (3) Learners play my map my adventure, (3) Learners present the game my map my adventure, (4) Closing activity

Based on the observation in cycle I, at the time of group selection there are differences of opinion among the students there is who want to choose their own group but there is also asking for elected by educator. Because this difference of opinion educators ask learners to count one to five.

At the time of group game my map my adventure dominated by male students more rowdy when there are participants who down the snake or up the stairs so impressed less

conducive because it interfere with other groups to answer questions.

Based on the implementation of cycle I obtained the results of 15 learners (60%) has been completed and 10 students (40%) has not been completed. While the grade is 69.36. Based on the data indicator of the success of the cycle has not been achieved because the mastery of learners has not reached 65% of all students in class XI IPS 4.

After the implementation of cycle I then performed a reflection to determine the shortcomings in cycle I. Based on the reflection of cycle I there are some things that must be fixed in cycle I namely: (1) The division of the group is more heterogeneous between male and female learners so that no group is dominated by any of the sexes. (2) Preparation of materials used for learning resources prepared from home so that the material can be read more and broader not only fixated on books in the classroom. (3) Material to create media my map my adventure using a thicker material so it is not easily damaged when used learners. (4) The question used for my map my adventure should be accompanied by pictures so that learners are easier to understand the material about Indonesian culture.

Cycle II

In cycle I the success of action has not been reached and continued in cycle II. The result of reflection on cycle I is further

improved in cycle II. The steps of action implementation are the same as the first cycle of planning, implementation of activities, observation, reflection. Implementation of action in cycle II is held during two meetings (4x45 minutes). Action steps are the same as cycle I.

The results of observations in cycle II showed the students seemed excited and happy to be seen from the faces of learners. The condition of the group is also conducive because the male students are spread evenly in each group. At the presentation of learners with self-awareness of advanced presentations without being asked by educators and members of his group. This indicates that the learner activity in the learning has been formed.

The results of observations in cycle II and interviews to learners obtained conclusions if learners respond positively the media my myitage my map learning because of several things including: (1) The division of the group is evenly distributed from different levels of ability. (2) The use of questions in the form of images more easily learners in understanding the material that is abstract. (3) The use of media with better materials makes learners more interested in following the lesson.

The results of the test in cycle II showed 22 students of 25 learners (88%) has been completed that exceeds the KKM established is 68. While 3 students (12%) has not been completed. The average class also increased to 77.2. Thus, the action in this cycle II has met the success cycle indicator that learners learn mastery exceeds 65%.

Based on the reflection and learning outcomes that have been achieved by the learners, the learning in cycle II has met the set targets so that it is not continued in the next cycle. For three students who have not fulfilled the KKM conducted remedial outside of lesson time.

The use of instructional media and game combinations create an interesting learning environment for learners. Through the learning atmosphere that attracts learners feel happy to learn the learning materials and can further improve student learning outcomes.

Increased geography learning outcomes from pre cycle, cycle I to cycle II increased. The highest score achieved in the pre cycle is 75, cycle I 80 and cycle II to 88. The lowest value in the pre cycle is 54, cycle I 56 and cycle II to 64. The number of students who complete the pre cycle is 9 students who are not thoroughly 16 students, in the first cycle of students who complete as many as 15 students while not complete as many as 10 students, in cycle II learners who completed increased to 22 and unfinished to 3 learners.

Percentage mastery of classical learners at pre cycles of 36%, cycle I rose to 60% and at the

end of the second cycle reached 88%. In detail presented in the following table:

Table 2. Comparison of Pre cycle Learning Outcomes, Cycle I and Cycle II

No	Aspect	Pre Cycle	Cycle I	Cycle II
1	The highest score	75	80	88
2	The lowest score	54	56	64
3	Complete	9	15	22
4	Not Complete	16	10	3
5	Percentage of mastery	36 %	60%	88%

Based on the indicator of the success of learning that has been determined that more than 65% of students complete in learning and

D. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of research and discussion can be summed up several things including the following: (1) utilization media my map my adventure through several stages of the activities of islands, core activities consisting of learners reading various references, forming groups, playing my map my adventure, presentation and ending with cover activities. (2) utilization of my my map my adventure media on the subjects of geography class XI IPS 4 in SMAN 1 Purwantoro academic year 2017/2018 can improve learning outcomes geography learners. Increased learning outcomes are reflected in students who complete the pre cycle is 9 students (36%) of unfinished 16 students (64%), in the cycle I learners who complete as many as 15 students (60%) while the unfinished as many

increase learning outcomes of learners on the precycle until the second cycle of this action class research is successful.

as 10 students (40%), in cycle II learners who completed up to 22 (88%) and unfinished to 3 students (12%).

Recommendation

Based on the results of this study the researchers formulate suggestions to various parties including: (1) for learners should follow all the stages of learning activities well and complete the material source so that knowledge about the national cultural material can be studied properly. (2) The results of this study are expected to provide stimulus to teachers to implement innovative learning so as to improve the quality and learning outcomes of learners. (3) For the school is expected to make the results of this study as a reference and development of innovative learning for teachers so as to improve the quality of learning in schools.

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