
DESIGN OF MODEL-BASED GEOGRAPHY LEARNING ENVIRONMENT TO CREATE SCHOOL FUN

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ABSTRACT

The research was distributed by the demands of professional teachers in carrying out the mandate to develop and implement creative and productive learning involving learners as well as their role actively. The learning process that facilitates the needs of learners and of innovative designed will be able to create an atmosphere of learning fun and meaningful for learners. Especially for geography teachers who want to create a geography learning with fun and meaningful then must master the application of model-based learning environment. This initial research is the study of the introduction in the form of needs analysis in the development of a prototype model of learning geography-based environment for creating school fun. Needs analysis is done to strengthen basic product development model so that the expected results have great benefits for teachers. In the needs analysis will be known the level of understanding of the geography teacher in Surakarta City against the application of the model of learning geography-based environment. This learning model of product development done because of early observations of known low learning motivation of the learners follow learning geography in school.

The research method used was Research and Development version of the Borg and Gall. Phases of this research is the first step of the model of Research and Development. At this stage of the preliminary study it, researchers attempted to dig in depth about the perception, skill, and the suitability of the curriculum learning focussed experiences related to the geography-based environment for creating school fun. Engineering data collection done by interview and Focus Group Discussion (FGD) and geography teachers in the city of Surakarta.

From research conducted, produced conclusions that: 1) the perception of teachers in understanding the concept of geography-based learning model development environment is already good enough. Teachers describe teaching experience by leveraging the model-based learning environment. 2) teacher skills in teaching using model-based geography learning environment is already quite good, though there is still that have not been put into practice appropriate procedures systematically. This has an impact on the learning process becomes not interesting for learners. 3) Utilizing the geography learning resource in the form of an environment capable of answering the demands of the scientific approach to skills achievement Curriculum on 2013.

Keywords: model of learning, learning geography, environmental

A. INTRODUCTION

Research on the development model of learning geography-based environment is backed by the claims professional teachers in carrying out the mandate to develop and implement creative and productive learning by

involving the role of students actively.

To make the learning process fun, teachers must capable of the application of model-based geography learning environment with both sistematif. Students with different learning styles have a uniqueness problem so complex

he was in the process of learning. This condition will affect the motivation and the results of learning geography students. Please note that the utilization of the environment as a source of learning is indispensable to teach students about the importance of a sense of love for the homeland as a form of character values. Actually not only when the enacted Curriculum 2013, but already are required when the Permendiknas No 41/2007 on standard process. According to UU No 14/ 2005 concerning teachers and professors, a teacher must possess professional expertise, skillfulness, proficiency in performing the duties of his profession. Teachers should always be active and innovative developing potential and quality of themselves answering the challenges of the development of science and technology so fast. Teachers should be able to build a shared knowledge of students in the learning process actively. A constructive learning contextual and easily created if teachers utilize the environment as a source of learning and the learning model variations. Model-based learning environment was developed so that students gain direct experience in thanks to the creation of God in the form of nature and its content. This is part of the character's value

strengthening education of students. Ali (2010:26) explains that "Model environmental learning is a learning model puts the experience of students in conjunction with the nature around, so that students can easily understand the content of the material presented." Of the statement can be inferred that the environmental learning learning model can be sensitive and have students make sense of love to preserve the natural environment around. Model-based learning environment can train students to interact between subject matter, problems, and the fact that occur in the environment for discussion. Strengthening scientific approaches into the demands of the Curriculum in 2013, can be done by involving teachers surroundings as a model as well as the main source of learning geography. The application of learning geography-based environment can be done in the classroom and outside the classroom, depending on the creativity and mastery of the teacher. The process of learning geography classroom teachers do more related how to develop students ' understanding of environmental issues against. The process of learning geography was done outside of the classroom teacher is associated with direct observation activities against

environmental conditions around. The focus of the model-based learning environment that is substances and procedures must comply with the conditions of the learning environment of students as well as the knowledge that is built together with the students should strengthen the opinions in response to problems that occur in the environment of students. At its core, the outer of the learning process will actually boils down to the environment. The benefits of the learning process of the students will be felt if anything gained from learning can be applied and implemented in real life. It is these conditions which aspects influenced the development of model-based learning environment.

Model learning of geography-based environment is a great fit with the teachings of KH Dewantara introduced in Taman Siswa. KH Dewantara oblige to teachers at Taman Siswa to optimize utilization of the environment in the process of learning, so that students get to know and love the natural environment around. According to Dow Su (2011:39) explained that “The 21st century has seen a new approach to recycling sources, stability, waste reduction, and harmlessness to the environment by ICT chemistry texts and study materials. A complete mastery of

scientific knowledge, up to an advanced level, is an important aspect of learning in our well-informed a liberalized global economic market”. From the quote can be inferred that in the 21st century learning is concerned a new approach to the process of recycling, waste reduction, stability, and the danger of waste on the environment. A high mastery of scientific knowledge is an important aspect in the study in the current global economic market so rapidly. Based learning environment is indispensable to answering the demands of the 21st century an increasingly complex problems and challenges, especially with advances in science and technology that very quickly. Beattie (2015:38) explains that "Environmental education research is often conducted with high school and middle school students as participants, and their perspectives on environmental education and learning are occasionally sought out". From the quote can be concluded that environmental education research is often done in high school with students as subjects of research, and their perspectives about the learning-based environment. The value of education and learning is currently the maximum load the national values and sensitivity on the surrounding environment. If the teacher does not

focus in teach to the students, then education will only give birth to the attitude of individualism, hedonism and loss of soul independent in students. In 2013, the Curriculum subjects Geography does not become compulsory subjects, but has a goal to train students more loving and preserving the natural environment for the sake of survival. To make the program sustainable development, it takes students as young generation who loved the preservation of the environment. If the results of education produces individual attitude then there can be expected to build the life of nation and state dignity. This statement is in accordance with the thought of Ki Hajar Dewantara in education that is the intellectual life of the nation can only be realized by liberty and education form the character of an intelligent and civilized humanity. Philosophy education taught Ki Hajar Dewantara can be one of the solutions to rebuild the nation identity and national education have been marred by the interests of power and neoliberalism. Future challenges of national education is how we are able to pack the values into teaching model KH Dewantara based learning environment so that the output of a school is giving birth to sensitive students with the environment.

Students understand the importance of a harmonious relationship between human life with the environment. Crawford [et.al](#) (2015:54) stated that "as children develop as learners and thinkers from birth through high school, it is their teachers (including parents) who help shape their understanding of the world directly around them and, by extension, the world as a the whole ". The statement can be inferred that as the development of students in thinking since the kids to teenagers, teachers and parents who helped shape their understanding of the world directly around them.

The purpose of this research is to develop a model of learning geography-based environment, then expected of teachers able to apply learning fun and increase the learning motivation of students. These conditions will speed up effortless teachers help students achieve learning objectives effectively. The first step in this research is conducting a needs analysis with dig information as many of the high school geography teachers in the city of Surakarta. Researchers in collaboration with forum MGMP Geography Surakarta to do data collection through discussions and in-depth interviews. After analyzing the data discussions and interviews, then continued the preparation of a prototype

model of learning geography-based environment for creating school fun. Prototype development results will be validated by experts and expert models of learning material to determine worthiness.

B. RESEARCH METHODS

Research on the learning model of geography-based environment using model R&D (Research & Development). On this initial research, nothing much is expected from the user needs analysis model of geography teachers. This research uses the model research of Borg and Gall (1989:10) to produce a model that can be used in the learning process, which consists of 10 steps, namely the preliminary studies, planning the initial product research, development, testing one on one (one to one evaluation), revision of the product, test a small group (small group evaluation), revision, test the field (field evaluation trial), revision, and implementation of the product. Research development of this follow the steps version of the Borg and Gall (1989), consisting of: 1) study the introduction which includes the study of the literature and field studies; 2) development that includes an analysis of goals, analysis capabilities, design development, and validation experts (the

expert test); 3) trials include individual trials involving 5 students, small groups of trials involving 15 students, and field trials involving 25 students. In the procedure of product development, this research also adapted from Rob Phillips model that includes: 1) design, to plan for the product to be developed; 2) development, to develop the material and the material already collected in order to comply with the principles and rules; 3) evaluation, to conduct the evaluation of the material and the model developed; 4) implementation, which is the final stage of development of the product to be tested disqualified to be eligible for further tests.

Tool collecting data used in this study tested the validity and reliabilitasnya, both instruments to assess the learning aspects of products, substances, display, use, as well as benefits. All instruments are developed based on staple quality assessment model as already explained in the studies of the theory. Instruments that were developed and used in this research include: questionnaire for expert model, a questionnaire for expert content, questionnaire, observation sheet for teachers to evaluate the process of the application of the model on the teacher, and the lattice of the interview.

Questionnaire for expert instructional material made up of materials material order indicators, the scope of the material, the clarity of the material, the urgency of the matter, the actualization of the material, the clarity of objectives, learning objectives, clarity of the structure of the materials, the accuracy of evaluation, consistency of purpose and practice. Questionnaire for expert learning model is composed of indicators of program structure, logic thinking, interaction, awarding examples, use of language, model structure, comprehensiveness, completeness, learning device instrument learning, completeness of materials learning, the use of case studies, creativity, order of presentation, and kemenarikan. Questionnaire for teachers consisting of an indicator is easy to understand, as per the objectives formulated, according to skill levels, the use of language that is easy to understand, illustrated, quality evaluation, quality of presentation, the order of presentation, interactivity modeling, feedback behind, the granting of material enrichment, motivation, clarity of instructions, format implementation, cereal products, variations in the approach to the environment, materials, safety and ease of use of the model. Interview guidelines

for teachers consisting of feedback on the learning model developed, the difficulties faced in the preparation of model learning, responses about the delights of the material provided, feedback on display models of learning, and feedback on the effectiveness of the use of the learning model.

Data types in the research of this development there are two as follows qualitative and quantitative data. Quantitative data obtained will be converted to qualitative data to simplify the process of data analysis. The qualitative data was obtained from the research activities of discussions and interviews with teachers. Quantitative data obtained from the now filled by the expert model and expert material when the eligibility validation products. Data obtained through the instruments of assessment at the time of trial, were analyzed using qualitative descriptive techniques. Researchers conducting the data analysis to describe the characteristics of the data in each variable, so that will make it easier to understand the data. Quantitative data obtained via the question form of assessment will be analyzed with descriptive techniques according to Moge in Harvey (1998:21). The descriptive technique is used as an

instrument of Likert scale-shaped, so in conclusion must use mode, not the average (mean). Likert scale data types are ordinal so that its nature is a sequence that can not be separated, but it cannot be assumed that the meaning of agree with really agree is the same. Presentation of data using the barchart dotplot or because its data is the order. Assessment of every aspect of the product that was developed in this study by using the Likert scale, said to be worth it if the mode of the respondents is at least 4 (good).

C. RESEARCH RESULTS AND DISCUSSION

Initial research has been done in the framework of the development model of learning geography-based environment for creating fun school is a mandatory step that should not be missed. The initial research will be obtained through analysis of user needs related to product model that will be developed. Needs analysis conducted by questionnaire and field interviews, group discussions with high school geography teachers in the city of Surakarta. Filling the questionnaires at regular meetings of High School Geography MGMP Surakarta. Interviews and discussion groups conducted after the results of the

data processing field questionnaire. The number of teachers involved in needs analysis as much as 35 teachers. Generally, the early scientific studies:

1. Understanding The Concept Of Model-Based Learning Environment

As much as 45.71% teachers understanding of the concept of learning geography in a comprehensive manner. Results of charging the questionnaires and interviews, was still more than half of teachers have not know haven't even mastered the learning models appropriate for learning geography. The geography teacher still young age already get material about the models of learning while in College, so this is very supportive of the approach mastery of concepts, strategies, methods, techniques, tactics and models of learning. Many teachers haven't been able to differentiate the six components of the study this so often wrong to use it.

As much as 68.57% teachers understand that the learning of geography should be attributed to the environment. The environment is used as a source of learning, can be distinguished into two kinds, namely learning resources are exploited (by utilities resources) and a learning resource that is created (by design resources). Two kinds

of learning resources this environment certainly exists in all schools, so that teachers can do-based learning environment easily. Therefore, it is highly recommended every teacher is able to leverage existing learning resources that are in this environment. Understanding of the environment in this case is everything good in the form of living and inanimate objects that are present all around us (around the residence or school). Teachers must be good at selecting the various objects in the environment to serve as learning resources for students at the school. The form of this type of environment and various kinds of, for example: rice fields, forests, farmland, mountains, lakes, rivers, historical heritage, museums, factories, markets. Learning resource in the environment can also be simple objects can be brought into the classroom, for example: rocks, plants, animals, household appliances, handicrafts, and many more examples of the other. All objects that can be collected from around and can be used as a learning resource in the classroom. These objects can be obtained easily in the environment surrounding the students and teachers. Teachers can also assign students to collect certain items as appropriate learning resource material is

studied. These objects can be saved to be used at any time needed.

2. Learning resource utilization environment for Learning Fun.

As much as 74.29% of teachers felt the still scanty information/material about various models of learning geography. What's more the model of learning geography based environment. The teachers have not studied the procedure or the syntax of the model of learning geography in a comprehensive manner. The actual level of understanding already high teacher when teaching geography should be attributed to the environment. This is a proof that actually already implemented contextual learning. Learning that many developed teacher currently is learning that utilizes the environment as a learning resource. Teachers when teaching should not be bound to the text book and explain to students about concepts, terms and theories in the classroom in the abstract and students trying to understand and memorize. The most important thing is to stick to the basic competencies and learning indicator has been set. In contextual learning, the learning material presented the teacher associated with the student's environment as a learning resource. Students learn the subject matter by way of understanding the

substance through the material, so students will be able to build his knowledge. Knowledge constructed or formed by students is not the result of what is explained by the teacher, but from the results of menalar and try. For example to understand about soil erosion, then students are assigned to observe soil conditions that are experienced by the removal of water that occurs in the environment. By observing these, the student will understand the process of soil erosion.

As many as 60% of teachers felt the difficulty of creating an atmosphere of fun while teaching geography. Teachers have considered the design of messages and learning resources that are in accordance with the experience of learners. Reinforcement, dissemination, and training-training on models-based learning environments have never obtained a teacher. Training brings teachers is the introduction of models of learning in general, not specific-based environment. The utilization of the environment as a source of fun learning can be done by way of doing activities by referring students to the environment, such as surveys, observation, field trips, camping, practice field and so on. This time also developed the learning activities in the form of out-bond, which

basically is the learning process by using an open natural environment. This is a great creativity in applying the model of learning geography-based environment to create an atmosphere that is fun and meaningful. If it is not possible to invite students learn outside the classroom, teachers can make use of the environment by means of bringing the environment into the classroom, for example bringing examples of plants, rocks, soil, and other objects to be explained in class. The use of the environment as a learning resource can run effectively, it needs to be done the planning, implementation and evaluation as well as follow-ups.

3. Collaborative Learning Material with Environmental Learning Resources

As much as 42.86% of teachers felt that students in high school are not enthusiastic about learning geography. Environment into an exciting learning resource when the teacher is capable of designing it well. Environmental geography learning will support both in the classroom and outside the classroom. The environment is one of the very important learning resource and has a major role in the implementation of the process of learning geography. The environment can enrich the learning materials and learning activities

geography. Environment which can be utilized as a source of learning geography namely the social environment and the natural environment. The social environment can be used to deepen the social sciences and humanities community whereas the natural environment can be used to learn about the symptoms and nature can grow awareness students will love nature and its role in maintaining and preserving nature.

As many as 40% of teachers felt not easy to implement learning geography that makes the environment as a learning resource. Students won't feel saturated follow learning geography if the teacher is able to combine the subject matter with environmental learning resources. It was not easy, but the collaboration process innovation of teachers need to be developed so that it will produce the learning process interesting, creative and productive. To provide source-based learning environment should not use high cost and difficult to get it. The provision of learning resources this will not overload the students parents to spend money on a lot. Through creativity, teachers can create and provide the source-based learning environment that is simple and cheap. An example is how teachers and students

can make use of materials obtained from the surrounding environment. Materials, many scattered about at school and home, such as paper, toys, packaging, wrapping boxes can be used for student learning materials. With a touch of creativity, the materials used are usually disposed can be modified and recycled into a valuable learning resource. In utilizing the environment as a learning resources do not need to go far with an expensive cost, environment adjacent to the school and the house can be optimized into a learning resource that is highly valued for the sake of student learning. Not a few of our schools have a page or a yard wide, but its existence is often neglected and not utilized, whereas if its utilization and optimized dikolaborasikan with learning material will then be a very valuable learning resources.

D. CONCLUSION

From the explanation and discussion of the results it can be concluded that the perception of teachers in the development of the concept of environment-based geography learning model is already good. Teachers understand that the learning of geography should be attributed to the environment. The environment is used as

a source of learning, can be distinguished into two kinds, namely learning resources are exploited (by utilities resources) and a learning resource that is created (by design resources). Learning that many developed teacher currently is learning that utilizes the environment as a learning resource. Teachers when teaching should not be bound to the text book and explain to students about concepts, terms and theories in the classroom in the abstract and students trying to understand and memorize. The most important thing is to stick to the basic competencies and learning indicator has been set. The environment is one of the very important learning resource and has a major role in the implementation of the process of learning geography. The environment can enrich the learning materials and learning activities geography. Environment which can be utilized as a source of learning geography namely the social environment and the natural environment.

Should teachers be active independently to learn to develop models of geography based learning environment. With a touch of creativity, the materials used are not usually used, can be recycled into a geography learning resource is invaluable. Teachers

utilize the environment as a learning resources don't necessarily have to engage their students go far with an expensive fee. A Teacher invites students utilizing the environment around schools and homes optimally into a very valuable learning resources for the benefit of student learning.

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