

STRENGTHENING NATIONALITY INSIGHT WITH GEO-LITERACY

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ABSTRACT

The nationality insight should be owned by all Indonesian citizens. This insight is identical with civics knowledge. Besides, not only by studying civics knowledge anyone can improve their nationality insight, but also from other knowledge, such as by learning geography science. Understanding the environment is one of the scopes in geography science. Understanding the environment can possibly to increase the nationality insight. This research aims to applying geo-literacy as a study method, so the student can improve their ability to understand the earth. The subject of this research is the 4th semester student of Geography Education Department, Faculty of Social Science Universitas Negeri Manado. Analyzing data is based on the calculation of the percentage of results of filling out questionnaires by respondents. The questionnaires formed by the author from literature study from the syntax of geo-literacy method (from the National Geographic Magazine) combine with the indicator of nationalism in the document of nationality by Lembaga Administrasi Negara Republik Indonesia. By applying geo-literacy as a study method in geography education, the majority of students strongly agree that geo-literacy has the ability to strenghtening student's knowledge to know the world (by applying geographical approach) and make the best decision for the environment.

Keywords: *Geo-literacy, Geography Education, Nationality Insight.*

A. INTRODUCTION

The author assumes that the students in Geography Education, Faculty of Social Science, Universitas Negeri Manado have the indicator of nationality insight in their attitude. In general, studying about nationality insight is a scope of civics knowledge. Yet out of that scientific context, someones's nationality still can be learned and honed.

One of the indicators of nationality insight is the attitude of loving the homeland, where in the concept of loving

the homeland is understanding the environment (Urfan, Darsiharjo, & Sugandi, 2018). The concept of understanding the environment is one of the scopes in geography science, that study about nature and its interactions with human (Ruhimat, 2017). Geography science is expected to contribute to the students of geography education not only in terms of cognitive, but also in the affective and psychomotor (in the form of loving the homeland).

National Geographic (official magazine of the National Geographic Society) mentions in 2014 that geo-literacy adopted from geography education to describe the kinds of learning experiences that prepare young people to make far-reaching decisions (Edelson, 2014). The far-reaching decision is necessary in 21st century to live well behave responsibly in our interconnected world. Galani (2016) also mentions that literacy in the term of geo-literacy can be form not only the model of textbooks but also of a teaching method that wanted the student to know details about the landscape, was limited to sterile knowledge of natural and anthropogenic characteristics of the world. Geo-literacy also demonstrates how exploring academics and students' conceptions of Geography Information facilitated illumination of information literacy (IL) in the Geographic Information Science/Systems (GIS) discipline (Nazari & Webber, 2011).

The idea of issue solver in this case is application of geo-literacy as a teaching method to strengthening the nationality on students of geography education in Universitas Negeri Manado's insight. The purpose of geo-literacy as a method is to

increase the attitude of loving the homeland. Loving the homeland it means the students have an action or decision towards the problem of their environment.

Geo-literacy has the following objectives: a) improve the ability to understand the earth and its interconnections to make decisions; b) improve the critical ability to environmental conditions; c) foster sensitivity to environmental existence; d) recognize and understand comprehensively the potential of self and environment; and e) make geography literation as an instrument to realize the achievement of educational objectives of national knowledge. The objectives of Geo-literacy can be earned by practicing their ability to communicate to the environment (Stewart & Nield, 2013).

B. MATERIALS AND METHODS

This research has been implemented in Department of Geography Education, Faculty of Social Science, Universitas Negeri Manado during March 2020. This research using quantitative descriptive method to get accurate results in understanding the aims of this study. The author determines the indicators to make

evaluation instrument. The author evaluates the geographical literacy method of its relationship to the issue that the author had previously created, which is increasing the sense of nationalism. The indicator of nationalism that the author make came from the literature review from combining the Geo-literacy syntax from National Geographic and the nationalism document from Lembaga Administrasi Negara (Latief, Suryanto, & Musli, 2015). On the evaluation indicators that the authors make, the authors use a reference to the attitude of nationalism, there are cognitive, affective, and action component. The development of nationalism measuring instrument and geographical literacy method is listed in the table below.

Table 1. Relationship Between Nationalism Indicators and Geo-literacy Syntax.

Attitude of Nationalism Indicator	Geo-literacy Syntax
Cognitive component	Understanding of how the world works (Interactions).
Affective component	Understanding of how the world is connected (Interconnections).
Action component	Understanding of how to make well-reasoned decisions (Implications).

The author develops an evaluation indicator into nine statements which is a representation of the nationalism indicator and the syntax of geography

literacy methods. The author use Likert scale with five alternate answers in the questionnaire because it makes participant to pick the ‘exact’ one (which he prefers most) rather than to pick some ‘nearby’ or ‘close’ option (Joshi, Kale, Chandel, & Pal, 2015).

C. RESULTS AND DISCUSSION

The method has been implemented at 4th semester students of Geography Education Universitas Negeri Manado during March 2020. The students make a project design report by using geo-literacy syntax. The results of this research provide information related to impementation of geo-literacy syntax in making a project design report, and the strengthening of nationalism insight in student’s attitude. The results of the research questionnaire as follows.

1. Cognitive Component and Interactions

Determining project location interaction indicator is the first stage of geo-literacy syntax. At this stage, students determine the location interaction of the project that they choose with the geographical approach (spatial and environmental approach). The goal at this stage is to get acquainted with the interaction of the harmony (physical and

physical aspects of interactions) and the interaction of the inequality (human aspect interaction with the physical) at the certain location.

Based on the evaluation questionnaire result after the students determining the interactions stage, the author has a data of student's cognitive component of nationalism as follows.

- a) Recognize the environment, starting from my own neighborhood.

Table 2. Response of Agreement in Recognizing the Environment

No.	Index of Agreement	Responses	%
1.	Strongly Agree	25	62,5
2.	Agree	15	37,5
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		40	100

The table above explains the response on the first statement in questionnaire. The first statement was as a person who study earth science, I try to be able to recognize the environment, starting from my own neighborhood. Strongly agree, is the highest response in the result, which is chosen by 25 students, or 62,5% from 100% total percentage. It means, 62,5% responses strongly agree that recognize the environment is the characteristic of a person who study earth science.

- b) The ability to recognize/observe/and make a conclusion from the geospheric phenomena

Table 3. The ability to recognize/observe/and make a conclusion from the geospheric phenomena

No.	Index of Agreement	Responses	%
1.	Strongly Agree	8	20,0
2.	Agree	27	67,5
3.	Undecided	5	12,5
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the second statement in questionnaire. The second statement was it's easy for me to recognize / observe / and make the conclusions from the geospheric phenomena in the surrounding environment. 27 student responses agree for that statement, or 67,5% from 100% total percentage. It means 67,5% student agree that they have the ability to recognize/observe/and make a conclusion from the geospheric phenomena.

- c) The beneficial of geo-literacy to recognize/observe/take action on the environment.

Table 4 The Beneficial of Geo-Literacy to Recognize/Observe/Take Action on the Environment

No.	Index of Agreement	Responses	%
1.	Strongly Agree	23	57,5
2.	Agree	16	40,0
3.	Undecided	1	2,5
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the third statement in questionnaire. The third statement was geo-literacy helps me to recognize/observe/take action on the environment. 23 student gives the agree responses, or 57,5% from 100% total percentage. It means 57,5% student agree that geo-literacy has a beneficial for them to recognize/observe/take action on the environment.

2. Affective Component and Interconnections

Determining the interconnection of a project location is a stage where students after determining the interaction indicators on a location are then looking for interactions that are in the location with a wider surrounding location. In this case students use the regional complex approach as their research guidelines. Based on the evaluation questionnaire result after the students determining the interconnections stage, the author has a data of student’s affective component of nationalism as follows.

a) Feeling Happiness of Recognizing the Environment

Table 5. Student’s Feeling Happiness of Recognizing the Environment

No.	Index of Agreement	Responses	%
1.	Strongly Agree	28	70,0
2.	Agree	10	25,0
3.	Undecided	2	5,0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the fourth statement in questionnaire. The fourth statement was I have a look / feel happy when I can recognize my own environment. 28 student responses strongly agree or 70% from 100% total percentage. It means 70% student have happy feeling when they can recognize their own environment, as the characteristic of a people who study earth science.

b) Concerns About Disaster Problem in the Environment

Table 6 Student’s Concern About Disaster Problem in the Environment

No.	Index of Agreement	Responses	%
1.	Strongly Agree	17	42,5
2.	Agree	19	47,5
3.	Undecided	3	7,5
4.	Disagree	1	2,5
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the fifth statement in questionnaire. The fifth statement was I have concerns about the geographic / disaster problems that have occurred or might happen in the environment around me. Agree is the highest index of agreement that chosen by students. 19 student or 47,5% choose agree for their concern about disaster problem that has been occurred or might happen in the environment.

c) Desire to Care the Environment

Table 7. Student’s Desire to Care the Environment

No.	Index of Agreement	Responses	%
1.	Strongly Agree	26	65,0
2.	Agree	12	30,0
3.	Undecided	1	7,5
4.	Disagree	1	2,5
5.	Strongly Disagree	0	0
Total		40	100

The table shows the result from the sixth statement in the questionnaire. The sixth statement was I want to do something as a form of caring for disasters and damaged environments. 26 student or 65,0% answer strongly agree as their desire to care for disasters and damaged environments. It means more than half student from 4th semester in Geography Education Department Universitas Negeri Manado has a desire to take care for disasters and environment.

3. Action Component and Implications

The project implications phase is the last phase of the geo-literacy syntax. After completing stages 1 and 2, then the next stage is determining the implications. The implications here can be a solutive action or decision, answering the problems they've found in stages 1 and 2. If stages 1 and 2 train their sense/sympathy for the environment, then the stage of determining the implications of the project is the stage in which they perform an empathy action in the environment with their geological insight.

Based on the evaluation questionnaire result after the students determining the interconnections stage, the author has a data of student’s action component of nationalism as follows.

a) Ability to Learn or to Do Something for the Environment

Table 8 Student’s Ability to Learn or to Do Something for the Environment

No.	Index of Agreement	Responses	%
1.	Strongly Agree	23	57,5
2.	Agree	15	37,5
3.	Undecided	2	5,0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the seventh statement in questionnaire. The seventh statement was I always try to learn to be able to do something/do for the environment. 23 gives the strongly

agree respon or 57,5% from 100% total percentage. It means 57,5% student of the 4th semester in Geography Education Department Universitas Negeri Manado strongly agree that they have the ability to learn or to do something for their environment.

- b) Experiences of Being a Disaster Volunteer
 Table 9. Student's Experience of Being a Disaster Volunteer

No.	Index of Agreement	Responses	%
1.	Strongly Agree	6	15,0
2.	Agree	19	47,5
3.	Undecided	7	17,5
4.	Disagree	8	20,0
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the eight statement in questionnaire. The eight statement was I have been a disaster volunteer or volunteer for the environment. 19 student or 47,5% from 100% total percentage has an experience of being a disaster volunteer, or volunteer for the environment.

- c) The Beneficial of Geo-literacy to Take Action for the Environment

Table 10. The Beneficial of Geo-literacy to Take Action for the Environment According to the Student

No.	Index of Agreement	Responses	%
1.	Strongly Agree	22	55,0
2.	Agree	16	40,0
3.	Undecided	2	5,0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		40	100

The table above shows the result of the ninth statement from the questionnaire. The ninth statement was geo-literacy allows me to do something for the environment. From the result, 22 student or 55,0% choose strongly agree that geo-literacy has a beneficial for student to take an action for the environment. It means, the author success to strengthening student's action for the environment, so the student's nationalism insight also strength.

D. CONCLUSIONS

Based on the result, the author can conclude that strongly agree is the most chosen answer in the questionnaire. It means applying geo-literacy as the method of studying the world can strengthening student's ability to know the world and make the best decision for the environment. Student's knowledge of the environment it means students also has the nationality insight inside their attitude. The author hopes the results of this study contribute ideas to future researchers to develop spatial knowledge and decision-making abilities based on the application of geo-literacy.

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