

The Utilization Of Geography Learning Media At High School In Karanganyar Regency

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Abstract

The purpose of this study is to find out about the availability of learning media, including 1) Type, 2) Amount, and 3) Conditions. The research carried out is descriptive research with research data is quantitative data. The study was conducted in 23 high schools in Karanganyar Regency. The population in this study were all high school geography teachers and high school students of class X, XI Social Program and XII Social Program in Karanganyar Regency, which consisted of 17 state high schools and 6 private high schools. The high school which was used as the research subject was determined by proportional random sampling technique to obtain 13 high schools. Futhermore, the samples of teachers and students was determined by purposive sampling, where in each school took 1 teacher respondent and 6 students, so the total sample of teachers was 13 people and students were 78 people. The technique of collecting data in the study uses questionnaire, interview and observation methods. The analysis technique used is descriptive statistical analysis. In summary, from this research found the data condition of geography learning media of high school in Karanganyar Regency in 2016 were obtained, including; 1) The most types of media are Atlas, Pictures, Globe, Maps, Slide Powerpoint, and Computer / Laptop devices, 2) The number of media is classified as medium or available in every media in the school, and 3) The condition of the media is classified as poorly maintained for physical media and is very well maintained for media based on Digital Information Technology.

Keywords: Media, Geography, High School

I. INTRODUCTION

Talking about learning media, it is not new to be discussed for a teacher or prospective teacher and this is one of the important learning tools prepared for a teacher. Media as a tool to facilitate teachers in delivering geography learning information to students. With the existence of adequate learning media, it is expected that effective and efficient learning will be created. Effective means doing something that is easily applied is not long-winded and efficient means it is carried out correctly [1]

Besides, analyzing the geography learning is a good thing for a student or students not only given in the form of lecture materials or just memorizing, this is very saturating for students, because geography lessons are very interesting learning to understand when students begin to understand, then awakening curiosity, the desire to observe the surrounding natural environment and of course a sense of love grows to preserve the environment [2]

As an example, when a teacher is faced with teaching material about the occurrence of volcanic symptoms to students where there is no volcanic phenomenon in the area, and they also have not directly seen the real volcanic event when the volcano erupts, then the task of a teacher explains the origin of the incident as an about magma intrusion, magma eruption. Teachers can tell their students a lot because they read a lot of books, when the teacher is good at telling stories, of course the story is very interesting for the students, but not all teachers have good storytelling skills, just telling stories will take a long time. Students' understanding is not the same, so students can interpret what the teacher is talking about.

The method that is definitely awaited by students is that a teacher can explain using learning media, such as pictures, paintings, photos, three-dimensional animated slides, videos, power points, regarding the volcanic symptoms, this method is very helpful for a geography teacher, so that it can save words, time, so that a teacher's explanation when accompanied by learning media makes students interested and motivated in learning, so that the information provided is in accordance with the flow of the event [3]

Geography teachers at the high school level in Central Java, especially in Karanganyar Regency, still have difficulties in obtaining and operating geography learning media in accordance with the basic competencies to be achieved. This can be seen from the observations in 5 schools with 6 teacher respondents (we kept secret) which were observed, including Kerjo High School, Mojogedang High School, Karangpandan High School, Kanisius Bharata High School, and Kebakramat High School.

Improving the quality of geography learning through the use of learning media innovations outlined in the regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2017 concerning the standard of academic qualifications and pedagogical competencies covering 10 teacher core competencies that must be mastered, including; (1) Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; (2) mastering learning theory and learning principles that educate; (3) developing a curriculum related to the subject being taught; (4) organizing educational learning; (5) utilizing information and communication technology for the benefit of learning; (6) facilitating the development of potential students to actualize various potentials; (7) communicate effectively, empathic, and politely with students; (8) conduct assessment and evaluation of learning processes and results; (9) utilizing the results of evaluation and evaluation for the sake of learning; and (10) conduct reflective actions to improve the quality of learning. Based on this regulation a teacher is required to be able to manage learning well with one method is to use effective and efficient learning media [5]

To find out the availability and total of geographies learning media at the level of High School (SMA) in Karanganyar regency, the research approach used quantitative descriptive research methods. The data obtained in the field is in the form of data regarding the Quantity and Quality of Geography Learning media available in schools. Quantitative data obtained from the field, presented in the form of data descriptions. using SPSS (Statistical Package for the Social Sciences) version 16.0 For Windows with descriptive techniques (percentage). A histogram is based on the frequency data that has been displayed in the frequency distribution table.

III. METHODS

This research is a descriptive research. Quantitative data obtained from the field, presented in the form of data descriptions. Data analysis techniques in this study using SPSS program (Statistical Package for the Social Sciences) version 16.0 for Windows with descriptive techniques (percentage). After the data is described, then proceed with data analysis. Data description, analysis intended includes the presentation of frequency distribution tables and histograms [4]

Frequency Table Specifies the interval class

To determine the length of the interval using the Sturges formula, namely:

$$K = 1 + 3,3 \text{ Loq } n$$

K : Number of data classes

n : Number of observation data

Log : Logarithm

Calculating the data range

To calculate the data range, the following formula is used:

The range of data = highest score - the lowest score

The Specifies the length of the class

To determine the length of the class used the following formula:

Histogram

$$\text{Class length} = \frac{\text{Data range}}{\text{Number of classes}}$$

The histogram is based on the frequency data that has been displayed in the frequency distribution table

Variable Loss Table

The variable tendency table is the categorization of each score. The score is then grouped into three categories, namely low, medium, high. Categorization is carried out based on the Mean and Standard Deviation (SD) obtained. The level of variable tendency is divided into three variables according to Djemari Mardapi (2008: 123), the three categories are;

$$x \geq (M + 1SD) \quad : \quad \text{High}$$

$$(M-1SD) \leq x < (M+1SD) \quad : \quad \text{Medium}$$

$$x < (M -1SD) \quad : \quad \text{Low}$$

This grouping is based on normal curves. The way to calculate the average expectation and standard deviation of expectations is as follows:

The average value hope / ideal (M_i) : $1/2$ (highest score + lowest score)

Standard deviation of expectations / ideal (SD_i) : $1/6$ (highest score - lowest score)

After obtaining, the average results (mean expectations and standard deviation of expectations), then in this study consulted with high, medium and low assessment standards

III.RESULT AND DISCUSSION

The results obtained in the field by conducting observation visits and calculations obtained 2 results, namely (1) Quantity data on the number of geographies learning media in each High School (SMA) and; (2) Portrait of the condition of geographical learning media in high schools (SMA) in Karanganyar Regency. From the quantitative data on geography learning media in high schools (SMA) in the Karanganyar Regency are presented in table 1.0.

Table 1. The Availability and Total of Geographic Learning Media or High Schools in The Karanganyar Regency in 2016

Number	KINDS OF MEDIA	HIGH SCHOOLS													Σ
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Atlas	20	5	30	15	13	8	17	5	7	30	10	12	4	186
2	Film / video	1	-	20	2	32	4	6	5	7	2	1	4	2	86
3	Picture	5	1	16	8	5	2	4	2	4	20	2	3	2	154
4	Globe	2	1	2	2	1	1	1	1	2	5	1	2	1	22
5	Graph / Chart	1	1	2	3	2	1	4	-	4	2	5	1	3	29
6	Handout	1	-	3	3	3	3	2	2	3	-	1	3	2	26
7	Model/ realia	4	-	1	4	5	2	3	9	2	1	6	-	3	40
8	Map	10	1	22	5	2	10	7	6	3	3	8	2	4	73
9	Slide/ Power point	15	14	30	16	15	18	20	6	22	15	12	16	4	203
10	Computer / Laptop	60	1	3	3	3	3	3	5	3	1	2	2	3	92
	Total	119	24	129	61	81	52	67	41	57	79	48	45	38	
	%	100	70	100	100	100	100	100	90	100	90	100	90	100	
Information number of High School : 1. SMAN Jumapolo 2. SMAN Karangpandan 3. SMAN 1 Karanganyar 4. SMAN 2 Karanganyar 5. SMAN Colomadu 6. SMAN Gondangrejo 7. SMAN Kebakramat 8. SMAN Mojogedang 9. SMAN Kerjo 10. SMA Muh 1 Karanganyar 11. SMA Kanisius Bharata 12. SMA Muh 5 jaten Karanganyar 13. SMA Muh 3 Gondangrejo															

From the data above obtained some information, namely; (1) The use of learning Media at high school geography in Karanganyar Regency is still dominated by physical media with a total of 7 items and in every high school having it; and (2) The use of Learning Media based on electronic digital information is only 3 items in some state schools with the quality of Human Resources teachers having a strata 2 education;

For the condition of the high school geography learning media, the observations are divided into two conditions, namely; (1) Conditions for improper use, on physical learning media due to lack of care and age factors. Besides this learning media is no longer relevant to the development of geographic information so students and teachers are reluctant to use in classroom learning. (2) Conditions for use on electronic digital media-based learning media in the form of Computers, Laptops, Film / Video Files, and Material Files in PowerPoint Forms.

These media are found in several schools in good condition and maintained because the storage method is quite easy and is often used by teachers and students in classroom learning activities. In addition, material files in the form of MS Word and Power Point are considered to be very flexible for teachers to be adjusted to the latest geographic information that is happening.

Based on the observations of high schools in Karanganyar Regency, found information that the limited availability of geography learning media in the class influenced by; The low attention of the school in providing a budget for teachers of geography to produce geography learning media. The majority of schools prioritizes the construction of school facilities and infrastructure compared to the provision of learning media for each subject [7]

IV. CONCLUSION

Based the above analysis, it can be concluded that the availability of high school (SMA) learning media in Karanganyar Regency is influenced by factors, namely:

- 1) The availability of Geography learning media in each High School in Karanganyar Regency can be said to be available only with different Amounts and Conditions. This is influenced by media age and lack of media care.
- 2) The low awareness of geography teachers in making and innovating geography learning media and only relying on the media that is dropping from school. One of the causes of the low geography teachers in making and innovating geography learning media is due to the absence of reward or replacement costs from the school. So, the teachers only use what they have and download from the internet.

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