Environment-Based Learning Development in Geography Learning

Hermon Maurits Karwur
Geography Department
Faculty of Social Sciences, Manado State University
Manado, North Sulawesi
hermonkarwur@unima.ac.id

Xaverius E. Lobja
Geography Department
Faculty of Social Sciences, Manado Universitas Negeri manado
Tondano, Indonesia
ericklobja@unima.ac.id

Kalvin Salindeho Andaria
Geography Department
Faculty of Social Sciences, Manado Universitas Negeri manado
Tondano, Indonesia
kalvinsa@unima.ac.id

Abstract–The main problem of this study is the implementation of environment-based learning in socio-economic geography learning has not yet been implemented in Geography Education Study Program. To find out the effectiveness of environment-based learning to improve students' learning outcomes in learning socio-economic geography in the geography education study program. The research method used is descriptive developmental, aimed to develop a model or learning method. The sampling technique was purposive, the sample was 40 students. The calculation results show that there are 39 students or 97.5% of participants in the learning program, classified as mastery level $\geqslant 70$ or Successful category, and 1 student or 2.5% of students who obtained mastery $\leqslant 70$ who is declared unsuccessful (BB). These results show that the majority of students who have participated in the program were successful in carrying out environment-based learning activities. This shows that environment-based learning in the learning of Socio-Economic Geography is effective in developing the learning abilities to learn program participants.

Keywords - Learning, Environment-Based, Geography

I. INTRODUCTION

The development of innovative learning models in the learning process today is considered as demand and necessity. In particular, the development of the environment-based learning model, innovation learning models developed with contextual approaches to geography learning, is a transformational model that is relevant to curriculum implementation and is in accordance with the development of science and technology learning. It departs from the idea that geographic learning material is contextually sourced material. Based on that perspective, it can be explained that geography learning material must be developed based on real conditions in the contextual environment. Geography teachers will face the obstacles in the implementation of the learning process if the learning process is only carried out at a theoretical level, and the students will also face the obstacles in understanding the learning material if the learning process is only conducted in theory without being followed by practical learning by utilizing the environment as a learning container.

One of the purposes of developing an environment-based learning model is to produce integrated geography-based learning devices, which include: learning syntax, teaching materials, evaluation models, and contextual media learning. Learning tools, especially teaching materials are explored and sourced from the conditions and potential of the real environment that are close to the lives of learning participants in this case students by the physical and socio-cultural conditions of student residence. In other words, the material or learning material is relevant to the physical conditions of the environment, socio-economic, cultural and technological that are close to the lives of students or students who study.

One of the geography learning models developed today is an environment-based learning model, as a contextual learning model. Specifically, in learning for geographic material, the development of environment-based learning models has become a demand and need for innovative learning processes that must be developed in the learning process. The fact that until now, the teaching staff at the level of all education units turned out to have not fully developed the environment-based learning process effectively, because the fact shows the learning process was still dominated by learning based on textbooks that emphasized the theoretical level. While one of the demands and current learning needs is oriented on a practical level, where students, students or students are introduced to various phenomena that exist in the contextual environment. Today's geography learning process should be developed by taking into account the conditions and reality in the contextual environment, which increases various geographic problems that must be studied as contextual geography learning needs.

Environmental-based learning adheres to constructivist notions, which is a learning approach that combines theory and practice, where knowledge is developed based on contextual environmental conditions. Reference [1] stated that environmental-based learning in tune with contextual learning, which is a learning approach that aims to improve the ability of situated learning, where knowledge and learning processes are conditioned in a particular

physical form and in a social context that is relevant to the conditions of life and environment of students. With this learning, students can study the geographic problems that exist in people's lives contextually.

The integrated Geography education learning problems observed in the learning process in UNIMA's Faculty of Social Science, Geography Education Study Program are as follows: (a) that the environment-based learning process has not been carried out optimally, (b) learning has not been supported by environmental-based learning tools, (c) in geography learning process, instructors have not made maximum use of the environment as a medium and container of learning, where many geographic problems are found to be the object of geography study, (d) instructors have not maximally implemented environment-based learning models in the learning process. Evaluation results data for learning Socio-economic geography shows that $\geqslant 65\%$ of students are declared not successful in the learning process.

One important task that must be done by geography instructors includes teaching staff in universities in connection with the learning process, namely geography instructors must be able to make effective learning plans and develop effective learning methods as well so that the learning process can be successful. Teachers must be able to design effective learning methods in learning. One of the suitable learning models developed on geography is a contextual approach, which is a learning strategy that emphasizes the process of learning process skills by utilizing the environment as a source and container for learning.

The contextual approach is one approach that utilizes the environment as a learning platform, where various environmental problems are relevant to the learning objectives. A contextual approach is a learning strategy that combines the world of theory and practical reality in an environment that is close to the lives of students or students. By learning in the environment, it is expected that students will have new knowledge and the ability to overcome problems that exist in the real world or the surrounding environment. Thus reference [2] describes contextual learning content that is explored and derived from environmental conditions around the lives of students based on the subject matter or lecture material. By using contextual learning, students or participants in the learning program will be faced with the reality that exists in the real environment, so students will see for themselves the problems in the environment they are observing.

Related to the description, it becomes a demand and the need for geography instructors in the current era should have reliable professional abilities so that they can carry out their duties and responsibilities as instructors or teachers in the learning process effectively and have a positive influence on students. Problems that are often faced in the process of learning geography in schools so far, among others, are prominent, namely that learning now provides many disappointments because students' understanding of teaching

material is relatively low. The causal factors, according to reference [3] are: (a) many students who can memorize the concepts of geography, but in reality they can not understand the meaning, (b) most students cannot connect between what is learned in school and how that knowledge can be used or utilized in society.

According to reference [4], the teaching of geography is not yet done contextually. Thus it can be said that the main problem is that the learning model has not been developed including in the environment-based learning tool in geography learning. It is what must be answered in the process of implementing education where the instructor as the instructor or lecturer is responsible for developing learning that is according to the demands and developments of an increasingly complex and competitive era. This is also what must be answered by the organizers of geography education, to develop environment-based learning by utilizing the environment as a place of learning. The physical environment offers many phenomena that are following the context of geography learning, and through the environment also students will get a variety of pleasant learning experiences to develop their abilities, skills, and knowledge based on the needs and challenges of life today and in the future.

Conceptually, the development of environment-based learning models or contextual approaches is an important and decisive learning approach in developing learning strategies that are oriented to process skills, through which learning participants will get a variety of learning experiences that are expected to develop participants' skills based on their goals. predetermined learning. The development of environment-based learning includes the development of environment-based teaching materials which are learning materials developed by combining theoretical concepts and real conditions in the field or contextual environment that are relevant to social, cultural, technological and environmental conditions associated with developed teaching materials. It is important because in reality until now the Geography Education Study Program which has environmental-based courses has not yet carried out an environment-based learning model, because learning is still dominated by theoretical learning. Environmental based learning model, is an important learning model that should be the main model in geography learning [2].

A contextual approach as one of the learning models that fit geography teaching more specifically environmental geology is now an important part that cannot be separated in the learning process of geography and environmental geology, because with this contextual approach, the study of geographic study objects will be done well.

The successful implementation of the learning process with a contextual approach in teaching environmental geology will also depend on learning planning carried out by lecturer staff as planners and implementers of the learning process. Therefore, the instructor must make a good learning plan, take into account the various components of learning,

including determining the location or place based on the subject matter that will be taught to students and with the application of contextual learning. Significant [5]. The progress of the learning process can be seen from the motivation to learn, the skills of the learning process and student learning outcomes obtained in the learning process of environmental geology, according to the purpose of this research process. ini.

II. RESEARCH METHOD

The research method used in this study is descriptive developmental, namely research methods that aim to develop a model or learning method. The sampling technique in this study was purposive and the sample was 40 students.

III. RESULTS AND DISCUSSION

The study aimed to determine the effectiveness of environment-based learning in the learning of Socio-Economic Geography in students of the Unima FIS geography education study program, with descriptive research methods. The study was conducted on geography education students who contracted the course of Social Economy Geography, amounting to 30 students.

Learning Activities:

1. Preparation of learning devices

Learning tools prepared in learning include: a) Plan/learning scenario, b) environment-based learning material, c) formulation of evaluation format.

2. Explanation of the environment-based learning process

The implementation of learning includes activities: a) preparing learning participants, b) explaining the learning scenario plan c) explaining the learning objectives, d) explaining the evaluation of the learning process.

3. Implementation of environment-based learning

Learning activity 1: Observing the socio-economic activities of the population

In this 1st learning activity, students carry out the learning process in a contextual environment to observe the socio-economic activities of the population in the Rurukan region.

Based on the results of observations, the following data are obtained: 1) observational data shows that the dominant economic activity carried out by the residents of the Rurukan area is as farmers, where 80% of the population is classified as a farmer; 2) based on the type of plants cultivated, Rurukan agriculture is categorized as horticulture plants, with plant species including types of vegetables, beans and a small portion of fruits; 3) Rurukan farmers can be categorized as commercially oriented farmers, because most of their agricultural products are sold to the market.

In implementing this learning activity, the learning program participants carry out learning activities by conducting observations about the economic activities of the

residents of the Rurukan area, and in the implementation of these activities, a process evaluation is carried out to assess the learning activities carried out by the learning participants.

Evaluation of learning activities: in general it can be explained as follows: 1) that program participants carry out active learning activities, 2) the existence of good motivation in the implementation of learning, 3) the existence of good social interaction among participants in learning activities.

Evaluation of reports on environment-based learning activities. After the learning participants carry out observations of the population's economic activities, the participants make an observation report as a form of learning participants' performance and based on the performance report, an evaluation of the report is carried out. There are three indicators of assessment of the report which include: 1) the rationale of the observations, 2) the clarity of the description and 3) the rational and accurate description given. These results indicate that learning planning is very important, according to Uno (2012), explaining that one of the basics of the need for learning planning is so that learning devices are arranged according to the characteristics of learning and the condition of students [6].

Based on the results of the calculation of the data, the calculation data obtained in observation activities 1 as follows: the measurement results obtained data of 32 students or 80% of students who got achievement scores $\geq$ 70 which were categorized as good levels of mastery or declared successful in learning, and contained 8 students who were classified as achievement scores <70 which were stated as categories had not succeeded.

Taking into account the data calculated above shows that in the activity of observing socio-economic activities for the first activity, it turns out that most of the students participating in the program were successful in carrying out environment-based learning activities. This shows that environment-based learning for activity 1 in terms of observing socio-economic activities, environment-based learning was declared successful, thus environment-based learning was declared effective in developing students' ability to carry out meaningful learning activities so that most students were declared successful in the learning process.

So environment-based learning is declared effective in improving student learning outcomes in learning socio-economic geography, especially for observing the socio-economic activities of the population.

Learning activity 2: Observation of the socio-economic problems of the population.

In this learning activity, students carry out the learning process in a contextual environment to observe the socio-economic problems of the population in the Rurukan region.

In this section the learning program participants carry out observation activities to observe the socio-economic problems of the population in the Rurukan area, to explain

the economic conditions faced by the population in the Rurukan farming area.

Based on the results of observations, the following data are obtained: 1) observational data show that the farmers in the Rurukan region face socio-economic problems in developing farming; 2) socio-economic problems that are common among farmers, among others: the problem of prices of horticultural plant products that have experienced ups and downs in recent times; 3) due to changes in prices it has an impact on farmers' income. 4) weather changes that have an impact on decreasing yields. Apart from these problems, farmers continue to strive to develop agricultural activities to improve product quality and are expected to have an impact on increasing agricultural income.

After the learning participants carry out observations of the population's economic activities, the participants make an observation report as a form of learning participants' performance and based on the performance report, an evaluation of the report is carried out. There are three indicators of assessment of the report which include: 1) the meaningfulness of the results of the observation, 2) the meaningfulness of the problem raised, 3) the clarity of the problem described.

Based on the achievement score table of the second observation activity, it can be explained as follows: based on the data in the table above, the calculation of the existing data is carried out. The results of calculations on observation activities 2 can be explained: the measurement results obtained data of 37 students or 92.5% of students get a score of $\geqslant 70$ which is categorized as a good level of mastery or declared successful, and there are 3 students or only 7.5% only those that are classified as achievement scores were 70 which are stated as the level of achievement of the category have not been successful.

Taking into account the data calculated above shows that in the activity of observing socio-economic activities for the second activity, it turns out that most of the students participating in the program were successful in carrying out environment-based learning activities. This shows that environment-based learning for activity 2 in terms of observing socio-economic problems, environment-based learning was declared successful, thus environment-based learning was declared effective in developing the ability of students to carry out meaningful learning activities so that most students were declared successful in the learning process. So environment-based learning is declared effective in improving student learning outcomes in learning socio-economic geography, especially for observing the socio-economic activities of the population.

These results are in line with the opinion of reference [3] that environment-based learning or contextual learning in geography learning is teaching that allows students to strengthen, expand, apply their knowledge and academic skills both inside and outside of school, and students can solve various problems in real life. One of the abilities of professional teaching staff is the ability to develop learning tools. Therefore teachers or social studies teaching staff must be able to develop learning tools including teaching materials and evaluation tools that can direct students to active learning.

The assessment aspect of the second activity was emphasized on the three aspects, namely: 1) the meaningfulness of the results of the observation; it turns out that most program participants can provide a meaningful explanation of the results of their observations, meaning that the explanation of the results of the observation is meaningful because the participants of the learning program provide a good explanation, 2) the significance of the issues raised; the measurement results show that most program participants can provide or present an important problem description to address and find a solution, 3) Clarity of the problem given; the results of measurements or assessments indicate that most participants of the learning program were able to present a clear and meaningful description of the problem. Thus it can be explained that for the second observation activity, participants of the learning program can carry out environmental-based learning activities well and meaningfully. This shows that environmental-based learning activities are very good for geography learning.

Based on the results of calculations on mastery level score data from students participating in environment-based learning activities in the learning of Socio-Economic Geography for the activities of the first observation and second observation activities, then the results of the calculation can be stated as follows.

The calculation results show that there are 39 students or 97.5% of students participating in the learning program, belonging to the mastery level of yang 70 which is categorized as the category of mastery of Success category, and there is only 1 student or about 2.5% of students who gain mastery $\leqslant 70$ which is stated as an unsuccessful mastery category (BB).

Based on the calculation data as mentioned above shows that the majority of students participating in the program were declared successful in carrying out environment-based learning activities in activities one and two. This shows that environment-based learning in the learning of Socio-Economic Geography is effective in developing the learning abilities to learn program participants so that it is successful in implementing environment-based learning. With these results, it can be stated that environment-based learning effectively motivates students to carry out learning activities effectively.

IV. CONCLUSION

1. Based on the results of this education research, conclusions can be made as follows:
2. Development of environment-based learning in the learning of Socio-Economic Geography turns out to be effective in developing the learning abilities of learning participants.
3. Environmental based learning is effective in improving the learning outcomes of learning participants in learning socio-economic geography.

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