

Design Of Geographic Learning Development Research City Oriented City in FIS Unima Geography Department

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Abstract—*This research is a research development that aims to: 1) produce a prototype product of a validated research oriented urban village geography learning tool, 2) a research-oriented urban village geography learning tool guide product in higher education especially in the FIS UNIMA geography education department. The sample in this study is the fifth semester students of geography department. the research process is the analysis of the material, the preparation of learning device designs, making prototypes of activity guides and learning processes, testing the prototypes, repairing / revising according to the evaluation results. To obtain the feasibility of a research-oriented urban village geography learning tool, a trial and evaluation of the product is carried out through three stages, namely 1) validation of the material expert and expert. 2) field trials, 3) product analysis and revision. The results of the study show that 1) A validated study guide for the study activities of the geography of the urban village. 2) The results of product trials in the field through on-line learning object tracking and the surrounding environment. 3) produce an example of scientific work by selecting Cihedeung village in Bandung regency. Thus all the learning steps in the design of research based urban village geography learning tools meet validity criteria so that it can be used in geography learning of urban villages in the geography department of FIS UNIMA.*

Keywords: *Design, Learning Tools, Research Based*

I. INTRODUCTION

In order to implement curriculum-based college KKNi, FIS geography education courses UNIMA has primary responsibility to implement curriculum-based college KKNi by designing a model and a learning tool in the education department of Geography Department of Geography. to meet the standards of the National Education and Research and Community Service, in preparing qualified human resources and be able to compete. To achieve these objectives the FIS UNIMA must always improve quality through various activities mainly through an increase in the national standards of education, especially learning process standards / lectures,

research standards, because during this time the quality of education in the FIS UNIMA more specialized education courses geography indicates the level of achievement of cognitive domains that are still low, is still limited to the realm of knowledge, understanding and application while the level of thinking that high yet achieved much less achievement of psychomotor in a variety of basic competence geography still far than expected. This is evident in every comprehensive examination so many prospective graduates who wrote skipsi beyond geography or nature study public posts. Of more concern is found a number of alleged thesis plagiarism. understanding and application while for high levels of thinking has not been achieved especially psychomotor achievement in a variety of basic competence geography is still far from the expected. This is evident in every comprehensive examination so many prospective graduates who wrote skipsi beyond geography or nature study public posts. Of more concern is found a number of alleged thesis plagiarism. understanding and application while for high levels of thinking has not been achieved especially psychomotor achievement in a variety of basic competence geography is still far from the expected. This is evident in every comprehensive examination so many prospective graduates who wrote skipsi beyond geography or nature study public posts. Of more concern is found a number of alleged thesis plagiarism.

RPS (Semester Lesson Plan) and the Lesson Plan intricate half causing many lecturers do not renew the RPS in each semester. In terms of this section dosenialah task of designing learning activities that follow the dynamics of the time. On the other hand the demand for graduates competence relevant to the needs of competency relevant to the needs of the workforce required to be met. It needs to be developed for the design model as a research-oriented RPS RPS adaptive design with higher education policy rules such as the integrated document sharing content and features that allow kolaboratinsi between lecturers. RPS design development models of dynamism to support research-oriented curriculum development at this time.

Based on these needs, the authors assume that through learning device design-oriented research in the department of geography geography UNIMA FIS will improve the quality of competency and minimize the occurrence of plagiarism. Instructional design research-based rural-urban geography is a comprehensive way of thinking and

concrete students because students are faced with the factual lectures so that students graduate as expected competence in research-based instructional design geografidesa. The specific objectives of this study were: 1) Develop a learning device design-oriented rural-urban geography research with the procedure for preparing a product plan activities that will be developed and validated which includes analysis of the material, the drafting of a model, test prototypes, create a prototype guidelines for activities and learning process, and the improvement of prototypes and guidelines for activities and learning. 2) develop a systematic method of problem-based learning guides geography and research-oriented assignment. 3) Implement appropriate learning geography rural town RPS-oriented research and carry out testing and evaluation of the feasibility of the design of products to obtain the learning device that has been designed along the guidelines.

Learning tool as part of the completeness of the learning process stipulated in the Regulation of the Minister of Research and Technology and Higher Education (Permenristekdikti) no. 44 2015 on National Standards of Higher Education (SN Higher Education) Article 12: Planning the learning process is presented in the RPS and compiled by the lecturer both in the RPS include the following: 1) Identity of the study program and preparation RPS, 2) learning gains currency lecture (CPMK), 3) the ability of an expected end, 4) Materials Research (BK), 5) learning method 6) time for acquiring the ability end, 7) the learning experience, 8) the criteria, indicators and weight rating 9) References referenced. The stages of the development of RPS, referring to the various literatur are as follows: 1) Planning through a series of competency analysis and a series of attitudes, pengetahuan, general skills and specific skills that should be achieved gradually and Bungan & Sustainable. 2) The preparation of the course is based on the 3) Repairs carried out by evaluation of the implementation process pembelajaran, tracer studies, and others. 4). RPS quality improvement based on evaluation and feedback from experts. 5) Assesment RPS is done periodically using methods of assessment and curriculum evaluation. RPS quality improvement based on evaluation and feedback from experts. 5) Assesment RPS is done periodically using methods of assessment and curriculum evaluation. RPS quality improvement based on evaluation and feedback from experts. 5) Assesment RPS is done periodically using methods of assessment and curriculum evaluation.

II. METHOD

The procedure of this study refers to the system Borg and Gall (2003), which basically consists of the above two objectives: 1) to develop the product, and 2) to test the effectiveness of the product to achieve goals. Procedure or work step in this research include 1) the preliminary study, 2) create a design, 3) production guides and learning activities, 4) test product. Measures undertaken research procedures illustrated in the chart below.

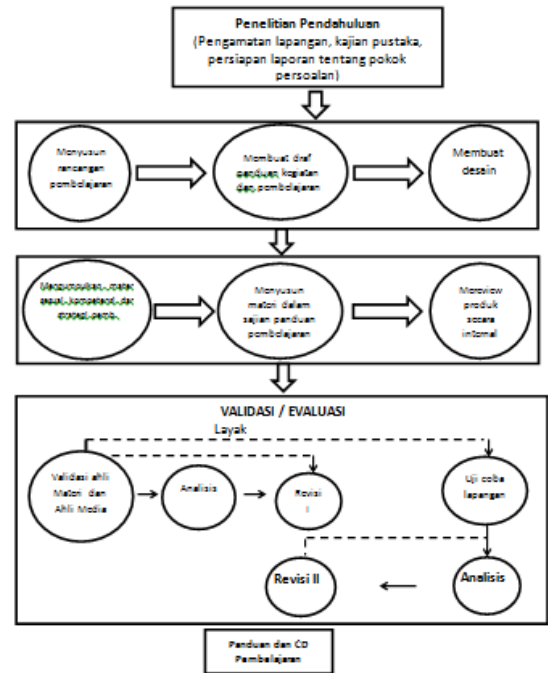


Figure 1. Procedure development, adaptation and modification of the Borg and Gall

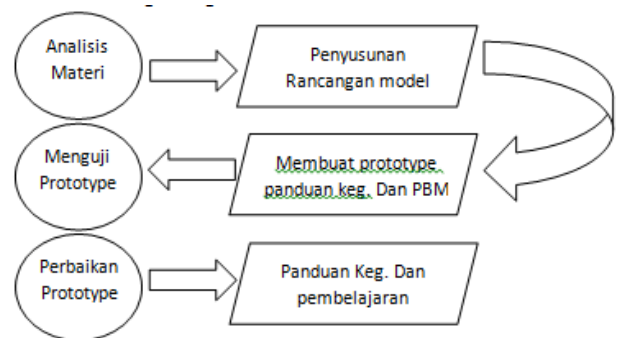


Figure 2. Systematic learning guides

Systematic presentation of the material depicted in the chart below :



Figure 3. Systematic presentation of material

Production processes guide and learning activities illustrated as follows.

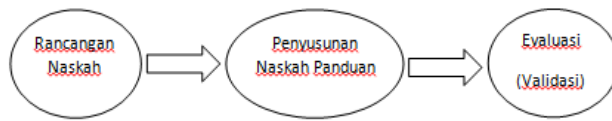


Figure 4. Production Process guides and learning activities

Data analysis includes the analysis of the initial condition data, data analysis product feasibility, effectiveness of data analysis and instructional activities guide statistically analyzed quantitatively using the percentage of success in practice guidelines and learning activities. Free activities and learning to be effective if the success of students in the practice guidelines for activities and learning and knowledge dimil; iki. To see the effectiveness of the products is done through the provision of responses / knowledge and practice to students. The data analysis prosentasenilai calculation. Having obtained the percentage value is interpreted in the sentence as proposed by Arikunto, (2006) as shown in the table.

Table 1. Criteria Validation

Percentage	Criteria Validation
80-100	valid
60 -79	enough Valid
50-69	Less Valid
0-49	Invalid

III. RESULTS AND DISCUSSION

A. Result

The results of the learning device design research-oriented rural-urban geography: include: (1) Introduce the learning objectives. Operationally defined learning objectives and delivered at the opening of learning. Examples describing learning goals is to choose one village through the literature on line to explore the potential of the village as well as the problem. (2), commenced observation on line. (3) Conduct observation. Observations carried out to gather information or data about the profile of the village is selected to be the object of learning. (4) Communicate and confirm. Information or data communicated by the observation of one representative of the group, and confirmed by other groups, as well as a lecturer. (5) Elaborating pengetahuan. To expand and deepen knowledge about village profile, the potential of the village, problems of the village., students need to broaden their horizons by reading books, articles or perform a search in detail through the literature on line as well as discuss with the lecturer in geography rural town about the potential physical and non-physical villages selected as a search result on line. . (6) To discuss the issue. Based on the data that has been collect, materials - materials that have been read, the students discuss the problems rural issues disiskusikan example is "how the potential Cihedeung village of Bandung district, how the potential and the problems facing the village.?" From these discussions are expected to be identified by both the structuring and solution center to do the action.

(7) Take action. Based on the results of discussions solution to the problem can be taken one or several practical solutions to be realized in action. (8) To conclude, reflection and follow-up. After the seventh step of learning is done, the last step in the form of conclusions, reflection and follow-up. Conclusion done unite observation, elaboration, issues, and actions. Reflection is done by asking the students "how they felt after learning to follow?" and also ask follow-up plan of each student. The results of the validation product development include: (1) the result data validation learning experts, and (2) the data validation results audiences. Data validation results following learning experts. reflection and follow-up. After the seventh step of learning is done, the last step in the form of conclusions, reflection and follow-up. Conclusion done unite observation, elaboration, issues, and actions. Reflection is done by asking the students "how they felt after learning to follow?" and also ask follow-up plan of each student. The results of the validation product development include: (1) the result data validation learning experts, and (2) the data validation results audiences. Data validation results following learning experts. reflection and follow-up. After the seventh step of learning is done, the last step in the form of conclusions, reflection and follow-up. Conclusion done unite observation, elaboration, issues, and actions. Reflection is done by asking the students "how they felt after learning to follow?" and also ask follow-up plan of each student. The results of the validation product development include: (1) the result data validation learning experts, and (2) the data validation results audiences. Data validation results following learning experts. reflection and follow-up. After the seventh step of learning is done, the last step in the form of conclusions, reflection and follow-up. Conclusion done unite observation, elaboration, issues, and actions. Reflection is done by asking the students "how they felt after learning to follow?" and also ask follow-up plan of each student. The results of the validation product development include: (1) the result data validation learning experts, and (2) the data validation results audiences. Data validation results following learning experts. reflection and follow-up. After the seventh step of learning is done, the last step in the form of conclusions, reflection and follow-up. Conclusion done unite observation, elaboration, issues, and actions. Reflection is done by asking the students "how they felt after learning to follow?" and also ask follow-up plan of each student. The results of the validation product development include: (1) the result data validation learning experts, and (2) the data validation results audiences. Data validation results following learning experts.

Table 2. Results of the validation Expert Score Learning

No.	Rated aspect	validator I		validator 2	
Score	Information	Score		Information	
1	Delivering Learning Purpose			2	Valid
	2	valid	2	2	Valid
2	Doing early observation online			2	Valid
	2	valid	2	2	Valid
3	Observation	2	valid	1	Revisi

I validation results showed that 8 (eight) the lessons that have been validated, there are four lessons that have a score of 2 or invalid, that measures the delivery of

learning objectives, conduct a preliminary observation on line, observation, and communication and confirmation. While four other lessons that have a score of 1 or revision, ie step elaboration, discussion and conclusions, take action, and follow-up revision. On the basis of the first validator proposal made improvements in product development learning steps that need such revisions. Upon validation of the first phase is complete, the product of the development of a revised, proposed for the second phase validated. The results of the second phase of validation menunjukkan the lessons that have been validated first stage, There are six (6) steps of learning that has a score of 2 or invalid, that convey the purpose of learning, doing safety moment, observation, komunikasi and confirmation, elaboration, and action. While the other two steps that have a score of 1 or revision, the discussion and conclusion, and reflection and follow-up. The second validator on a proposal to revise the product development on the lessons that need revision. The trial results validated product after product design development of research-based learning tools geografi as follows. and reflection and follow-up. The second validator on a proposal to revise the product development on the lessons that need revision. The trial results validated product after product design development of research-based learning tools geografi as follows. and reflection and follow-up. The second validator on a proposal to revise the product development on the lessons that need revision. The trial results validated product after product design development of research-based learning tools geografi as follows.

Table 3. Scores Test results

No.	Item Assessed	Scores & Frequently		percentage	Information
		1	2		
1	formulation of learning objectives	2	32	94.10	Valid
2	Doing observation through on line search	3	31	91.17	Valid
3	Observation	1	33	97.00	Valid
4	communication and confirmation	2	32	94,10	Valid
5	Elaboration	3	31	91.17	Valid
6	discussions and conclusions	2	32	94.10	Valid
7	Take Action	2	32	94.10	Valid
8	Reflection and follow up	4	30	88.20	Valid

Of 8 (eight) a lesson, the highest score of 96%, and the lowest score of 87.80%. The highest score on the initial steps do searches on observation through linei, and the

lowest score in step delivery of learning objectives, and reflection and follow-up. Score test results showed that the overall score of the test results above the predefined criteria. It means learning steps can be received by students and can be applied by a lecturer in proses perkuliahan. Analysis of data from the first validation and validation II are listed in the following table.

Table 4. Follow-up Results of Validation

No	Score Item	Validation I			Validation II		
		Number of Items	final score (%)	Follow-up	Number of Items	final score (%)	Follow-up
1	Skor 1	4	75	Weight revision	6	87,5	Mild revision
2	Skor 2	4	2				

Put validator I, that measures such invalid learning needs to be revised. Revisions were made, namely (1) elaboration. In elaboration of the activities suggested that the student's knowledge can be expanded through a variety of sources, such as reading text books, print and electronic media, and discussions with experts. (2) discussions and conclusions. For the discussions and conclusions suggested that these measures can ensure each student contributes opinions or ideas. For the suggested conclusion may be items that can be followed up concrete action. (3) take any action. For suggested actions that can be made in operational planning as a reference in the field. (4) reflection and follow-up.

Based on the input validators II, that measures such invalid learning needs to be revised. Revisions to do is (1) the discussion and conclusions. The discussions and conclusions suggested that the problems discussed refer to real problems of spatial dimension. (2) reflection and follow-up. For reflections need to be made instruments that make it easier for students to express their feelings, and this data can be used for educators in helping to formulate follow-up.

Analysis of data from the trial showed a score of 252 out of 252, or 87.74%. Referring to the criterion of validity of 76%, the score of the test results is greater than the specified criteria or 87.74% > 76%. Based on the validity criteria, product instructional design research-based rural-urban geography is feasible to use and do not need to re-test is passed.

Table 5. Follow-up each data item

No	Criteria	%	Number of items	%	Follow Up
1	Valid	>76	8	100	Used
2	Invalid	<76	0	0	-

B. Discussion

important part of the success of the lectures, because of the availability of learning resources that will aid students to absorb information about the lecture material so as to have a high power analysis to the problem being studied. Cihedeung village located in the district of Bandung as a village in berorientasi instructional design for research and other purposes for educational facilities as a learning resource. According Ningrum (2009) the types of learning resources consist of objects, scientific works, humans and the environment. Cihedeung village has potential as a source of learning, components that can be used as a source of learning by students that the environment and human components. After passing review the product internally based instructional design reset validated by subject matter experts then analyzed by passing a revised I then tested the field after field trials conducted revision caba a second time and then analyzed 6) the final outcome of this lesson plan is a guide to the development pembelajaran. Proses include 1) the results of the analysis of material-based rural-urban geography reset. 2) results drafting rural-urban geography learning model based on research. 3 Results prototype preparation guide the activities and the learning process. 4) the results of testing the proto-type then produces fixes protote and ultimately arranged improvement of instructional design prototype. 5) drafting design guidelines learning activities and research-based rural geography. Having obtained the percentage value is interpreted in the sentence as proposed by Arikunto 2006 as shown in the following table. Measure of success in instructional design products subject research-based rural-urban geography can be illustrated by the following table. Percentage of drafting preliminary assessment of the instructional design research subjects showed significant achievements geography-based reset of 55% or less valid that needed review and subject matter experts for in the first and second revision show feasibility validation results so that it can be tested back. Having analyzed the results of the validation of 78% or quite valid. Results of research on the flow of development and instructional design material geographic coverage based urban village showed their achievements reset by 82% or invalid, while a systematic method of learning guides and and presentation of the material by 85% or invalid. For details, the research results can be illustrated by the following table.

Table 6. Percentage of the achievements of the development of geography instructional design

No	Indicator	% Achievements	Validation Criteria
1	Preliminary research flow	45 %	Invalid
2.	Material expert validation	82%	Valid

3	- Design development process flow Learning - Flow of design development learning	85%	Valid
4		87 %	Valid
5	The production process is an activity guide and Learning	90%	Valid.

Source: The results in 2019

According to the table above, the results of research on the development of instructional design geography town village-based research is made up of seven (7) steps, namely learning objectives, observai beginning, through searching objects lecturing manner, communication and confirmation, elaboration and integration, discussion, draw conclusions, reflection and follow-up. The seventh step of the development of a validated and tested whose results showed that the development of products eligible for use in lecture courses in the department of rural-urban geography geography geography FIS Unima. Feasibility study design courses based rural-urban geography reset is guided by a number of advantages: (1) starts from the contextual reality. (2) enable to think and work independently. (3) develop critical thinking, (4) develop the habit of sharing knowledge / experience. (5) establish a reflective attitude to continuous improvement. (6) get used to working in teams.

The sixth of these advantages arise, because the geography instructional design research-oriented village town bolstered by four (4) approaches. The four approaches are: a holistic approach to learning, contextual learning approaches, active learning approach, and cooperative learning approach. The fourth approach interacting strengthen the design that learning. first, lecturer in applying the principles of holistic learning (Holistic learnig). The principle of holistic learning is knowing the good, the good feeling, and acting the good. Knowing the good form of the transfer of knowledge (cognitive) is good. After knowing the good must be grown feeling and loving the good, namely how to feel and love of virtue into a drive that can keep people constantly mauberbuat something good that will do the behavior of a growing awareness of the virtues, for his love of virtue conduct it. Once accustomed to doing good, then acting the good form of concrete actions for the habit in their daily activities. Second, rural-urban geography instructional design based on research applying the principles of contextual learning (contextual learning). The principle of contextual learning is helping students to associate the contents of the lecture material with real-world circumstances, motivating students to connect the knowledge acquired and its application in student life as family members, as citizens and as workers later (US Department of Education and the National School-towork

Office). Contextual learning principles applied in the course include: (1) involve the students to observe / mengobservasi phenomenon of reality. (2) motivate students to do questions and answers in communication activities and confirmation. (3) establish and expand knowledge by reading, discussions, and presentations. (4) engage students in discussions to build a learning community. (5) conduct authentic assessment. Third, students apply the concept of active learning (active learning). The concept of active learning that is used in this model are (1) to encourage students to work to find, process and apply information. (2) membelajarkan students work together, work as a team, divide the work, and build a common view (Kinney, 2007 in Bogart, 2009; Silberman, 2010). The application of active learning, among others: (1) encourage students perform observation to gather information on line and found the potential and problems of other villages to analyze the information obtained, and apply individually or in groups. (2) involves students to work as a team in conducting the study to analyze the information and geographical point of view. (3) establish a new perspective through discussions / discussion on the potential and problems of villages selected as an object lesson. Fourth, students apply the principles of cooperative learning (cooperative learning). The principles of cooperative learning are (1) positive interdependence, (2) individual responsibility, (3) face to face, (4) communication among members, (5) the evaluation process of the group (Roger and Johnson in Lie, 2002; Slavin, 2005; Kagan in Sutjipto, 2011). The principle of cooperative learning is applied in the development of instructional design, among others (1) creates interaction between students to complete common task. (2) strengthen the individual responsibility in the activities of elaboration of knowledge. (3) to facilitate the students do face to face in groups and classes to study the subject of study. 4) involves students communicate through the search results on line in communication activities and confirmation. Percentage of drafting preliminary assessment of the instructional design research subjects showed significant achievements geography reset based sebesar 55% or less valid that needed review and subject matter experts for in the first and second revision menunjukandiva feasibility validation results so that it can be tested back. Having analyzed the results of the validation of 78% or quite valid.

Results of research development geography instructional design of this research-oriented rural town that is comprised of the following steps: learning objectives, observai beginning, through lectures searching objects in communication and confirmation, elaboration and integration, discussion, draw conclusions, reflection and follow-up. The seventh step of the development of a validated and tested whose results showed that the development of products eligible for use in lecture courses in the department of rural-urban geography geography FIS Unima. Feasibility study design courses based rural-urban geography research was based on a number of advantages. Advantages, namely (1) starts from the contextual reality. (2) enable to think and work independently. (3) develop critical thinking, (4) develop the habit of sharing knowledge / experience. (5) establish

a reflective attitude to continuous improvement. (6) get used to working in teams. Results of final validation learning experts showed score gains higher than the defined criteria, ie $87.5\% > 76\%$. The results of these trials showed score gains higher than the score of the criteria, $87.75\% > 76\%$. Thus all steps of learning in the learning device Desai penyusuna rural-urban geography-based research meets the criteria of validity that can be used in teaching geography in the department of geography rural town FIS Unima. Results of final validation learning experts showed score gains higher than the defined criteria, ie $87.5\% > 76\%$. The results of these trials showed score gains higher than the score of the criteria, $87.75\% > 76\%$. Thus all steps of learning in the learning device drafting design rural-urban geography-based research meets the criteria of validity that can be used in teaching geography in the department of geography rural town FIS Unima. Results of final validation learning experts showed score gains higher than the defined criteria, ie $87.5\% > 76\%$. The results of these trials showed score gains higher than the score of the criteria, $87.75\% > 76\%$. Thus all steps of learning in the learning device Drafting design rural-urban geography-based research meets the criteria of validity that can be used in teaching geography in the department of geography rural town FIS Unima.

IV. CONCLUSION

Based on the results obtained by the product of the geography instructional design model research-based rural town learning design consists of eight (8) steps of learning, namely the delivery of learning objectives, conduct a preliminary observai through online literature. Doing the observation is detain a variety of sources, communication and confirmation, elaboration, discussion and conclusions, action, and reflection and follow-up. Results of final validation learning experts showed score gains higher than the defined criteria, ie $87.5\% > 76\%$. The results of these trials showed score gains higher than the score of the criteria, $87.75\% > 76\%$. Thus, all the learning steps in the preparation of the learning device design research-based rural-urban geography meet the validity criteria that can be used in teaching geography in the department of geography rural town FIS Unima. Students in applying the results of the final validation of research-based lectures designed to produce more literature on line.

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