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IMPLEMENTATION OF GEOGRAPHY LEARNING BY TEACHERS IN FORMING CHARACTER ENVIRONMENTALLY CONSCIOUS AT SMAN 1 PASANGKAYU

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Abstract

This research aims to determine the implementation of geography learning by teachers in forming environmentally-minded characters at SMAN 1 Pasangkayu. This research is a type of quantitative research with a descriptive approach. The population in this study was all students in class XI IPS at SMAN 1 Pasangkayu, a total of 41 students. Data collection techniques were carried out using questionnaires distributed directly to students, observation, interviews, and documentation. The data analysis technique used is a descriptive statistical analysis using a percentage formula. The results of the research show that the implementation of geography learning in the classroom has a total of all indicators, namely 17 assessment intervals in the (sufficient) category and research on the implementation of geography learning by teachers in forming environmentally sound character at SMAN 1 Pasangkayu has a total percentage of 67.24%. overall is in the (good) category, the total percentage is obtained from the four indicators of environmentally sound character, namely: (1) Using resources economically and implementing conservation, (2) Reusing and recycling used materials, (3) Utilizing renewable resources, (4) Controlling population density. So it can be concluded that the implementation of geography learning by teachers in forming environmentally-minded character at SMAN 1 Pasangkayu is in the good category.

Keywords: Geography Learning; Character; Environmentally Friendly

1. INTRODUCTION

Implementation is usually carried out after the planning has been considered fixed. Implementation can also mean execution which comes from the English word Implement which means to carry out. Guntur Setiawan believes that implementation is an expansion of activities that mutually adjust the process of interaction between goals and actions to achieve them and requires an effective network of bureaucratic implementers. It can be concluded that implementation is a planned activity, not just an activity, and is carried out seriously based on certain norms to achieve the activity objectives. Therefore, the implementation does not stand alone but is influenced by the next object, namely the curriculum. Curriculum implementation is the process of implementing new ideas, programs, or activities with the hope that other people can accept and make changes to learning and obtain the expected results (Inkiriwang 2019). Hamalik's (2014) implementation is a set of plans and knowledge regarding learning content and materials as well as the methods used as guidelines for organizing teaching and learning activities. The indicators in implementing learning are:

1. The communication process is the process of sending information from teachers to students to achieve certain goals. Communication is said to be effective if the communication carried out produces two-way information with feedback from the recipient of the message (Sutirman, 2006).
2. Management of learning implementation is various ways of managing situations and conditions in the learning process (Magdalena, et al, 2020).

3. The student's response is that when the teacher delivers material on a subject, students can express an opinion or ask a question that they want to ask (Khasanah, 2017).
4. Learning activities are student activities that support successful learning. Learning activities are activities carried out in the interaction process (teacher and students) to achieve learning goals (Rochaman, 2005).
5. Student learning outcomes are a measure of the extent to which students can master learning after participating in teaching and learning process activities or the success that students have achieved after participating in learning activities that are marked with certain letters, numbers, or symbols agreed upon by the education organizers (Dimyati and Mudjiono, 2006).

The results of the seminar and workshop of the Indonesian Geographic Association in Semarang in 1988, geography is a science that studies the similarities and differences in geosphere phenomena from an environmental (ecological) and regional perspective in a spatial context. Geography learning is essentially to develop students' ability to recognize, and understand natural phenomena and life in relation to space and territory, and develop a positive, rational attitude to face problems that arise as a result of environmental influences (ecology).

The environment is the place where humans depend to fulfill their living needs. Uncontrolled exploration and exploitation of the environment causes environmental damage and reduces the carrying capacity and capacity of the environment to meet increasing human needs. Learning in schools leads to efforts to form students' environmentally caring attitudes with the help of the learning models applied. Apart from that, schools are used as a vehicle for protecting the environment in everyday life. This is stated in the 2013 curriculum which applies to the Basic Competency of Social Sciences Class From this point of view, the aim is to instill or get used to an attitude of environmental care in everyday life.

Instilling character education in students first provides good examples because usually, children learn through examples in their surrounding environment. Starting from school principals, teachers, employees, and other workers, must have good character or set a good example to students (Rifa Fitriani, 2017). The strategies that educational institutions can use to shape students' character are leading by example or setting an example, such as always being punctual in carrying out assignments, when teachers see students behaving less well, they have the right to reprimand them directly/spontaneously and remind students to practice their values. both in order to shape their character little by little, school environmental conditions that reflect concern for the environment, such as installing character slogans that are easy for students to read and understand as well as routine activities that are carried out consistently every day, for example, cleaning the classroom before starting learning. The environmentally conscious character formed by a geography teacher has strategic value so that students have a love for the surrounding natural environment. The results of initial observations were by interviewing two different geography teachers, namely from SMAN 1 Pasangkayu and SMAN 2 Pasangkayu. To see the comparison between Adiwiyata schools and ordinary schools, here are the interview results.

The geography teacher at SMAN 1 Pasangkayu Nurhaera Rahim, S.pd said: "Implementation of geography learning in forming students' environmentally-minded character is by trying as best as possible when providing learning material by providing contextual cases to students, namely cases that are truly related. with students' daily lives in the school environment and where they live. For example, giving assignments to students to go directly to the field. As well as extracurricular activities related to geography learning in shaping the character of students with an environmental perspective, such as Sispala, social service activities carried out by student councils and scouts (Interview on 4 August 2022)."

The geography teacher at SMAN 2 Pasangkayu Hilda, S.pd said: "The implementation of geography learning in forming students' environmentally-minded character is by introducing them to the environment around the school by looking directly but only from inside the classroom, as well as imagining the environment they usually see in their respective home environments. And there are no extracurricular activities related to geography learning material (Interview on 4 August 2022).

Based on the background above and brief temporary observations by the author, especially at SMAN 1 Pasangkayu, there are still some students who don't really care about the environment. Some examples found are: still throwing rubbish carelessly and leaving rubbish scattered everywhere, destroying the environment, making graffiti on the walls and on classroom benches which destroys its beauty, and a

lack of awareness of protecting the environment. This can happen because it is caused by several factors, including a lack of instilling values that form an environmentally caring character in students. Geography learning has a strategic role and goal in forming students' environmentally caring character, so it is hoped that it can contribute to growing and fostering an environmentally caring attitude towards students. Geography education is also a subject that aims to develop and improve students' geographic knowledge, skills, and attitudes regarding environmental, and social conditions, and human and environmental interactions.

2. RESEARCH METHOD

The type of research used is quantitative with a descriptive approach. With quantitative methods, the significance of group differences or the significance of the relationship between the variables studied will be obtained. In general, quantitative research is large sample research (Azwar, 2007). The research location is at SMAN 1 Pasangkayu which is located in Pasangkayu District, Pasangkayu Regency, West Sulawesi Province. This research instrument uses a Likert scale, namely an attitude scale designed to express pro and con, positive and negative, agree and disagree attitudes towards a social object. A scale consists of 40 attitude statements, which have been selected based on the quality of the content and statistical analysis of the statement's ability to express the group's attitudes. Subjects responded with five categories of agreement, namely:

Table 1. Liker Scale Score

Answer	Positive Score (+)	Negative Score (-)
Strongly Agree (Ss)	5	1
Agree (S)	4	2
Between Agree and No (N)	3	3
Disagree (Ts)	2	4
Strongly Disagree (Sts)	1	5

The tools used in this research are Observation, Documentation, and Questionnaire.

Table 2. Questionnaire Grid

Research Instrument	Data source	Environmentally Conscious Character Indicators	Number
Questionnaire Guidelines	Students of SMAN 1 Pasangkayu	Use resources economically and conserve	1-26
		Reuse and recycle used materials	27-31
		Utilize renewable resources	32-37
		Controlling population density	38-40

Analysis techniques can be interpreted as a way of carrying out analysis of data with the aim of managing the data to answer the problem formulation (Sujarweni, 2014). The data processing technique is by using the percentage formula (%) as follows:

$$P = \frac{f}{n} \times 100\%$$

Information :

F: The frequency the percentage is being searched for

N: Number of frequencies/number of individuals

P: Percentage figure

(Arikunto in Jamal, F, 2019)

Table 3. Percentage Values

PERCENTAGE	INFORMATION
0% - 20%	Very bad
21% - 40%	Bad
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

(Ridwan, 2010)

3. RESULTS AND D DISCUSSION

A. Results of the Environmentally Insightful Character Questionnaire

Table 4. Assessment of Learning Implementation by Teachers in the Classroom

No	Observation	Rated aspect	Yes	No
1	Introduction	1. Preparing students to learn	√	
		2. Motivate students to follow lessons	√	
		3. Convey learning objectives	√	
2	Core activities	1. Prepare tools and materials for the teaching and learning process	√	
		2. Presenting initial information by observing material regarding Indonesian natural resource management in the form of images/video slides	√	
		3. Ask all students to pay attention to the natural resources (SDA) material that will be presented by the teacher	√	
		4. The teacher explains environmental impact analysis (AMDAL) subject matter in a variety of voices to stimulate student motivation	√	
		5. Teachers pay attention to language use, and eye contact and provide icebreakers to students	√	
		6. Ask students to answer questions from the teacher	√	
		7. Ask students to conclude the SDA material that the teacher has presented	√	
3	Evaluation	1. Evaluation of the natural resources (SDA) learning process and final evaluation	√	
		2. Summarize the learning material that day		√
		3. Give homework assignments	√	
4		1. Students are enthusiastic	√	

Class situation	2. Enthusiastic teacher	√	
	3. Time according to allocation		√
	4. Kbm according to the scenario in Rpp		√
	Total score	14	3
	Total of All Indicators	17	
	Category	Enough	

Information

Intervals	Assessment Category
10-16	Not enough
17-23	Enough
24-30	Good

Source: Zen Amirudin 2010

Based on table 1.4. Assessment of the implementation of geography learning by teachers in the classroom is quite good in implementing the learning material seen from several aspects of the statements on the observation sheet table. The introductory aspect is where before starting learning the teacher prepares students for learning, such as asking students about health and learning equipment before starting learning in class, motivating students to take part in learning, and conveying the objectives of the material that will be given. This aims to ensure that students know the material that will be given by the teacher and are able to prepare the material that has been given so that learning can run well.

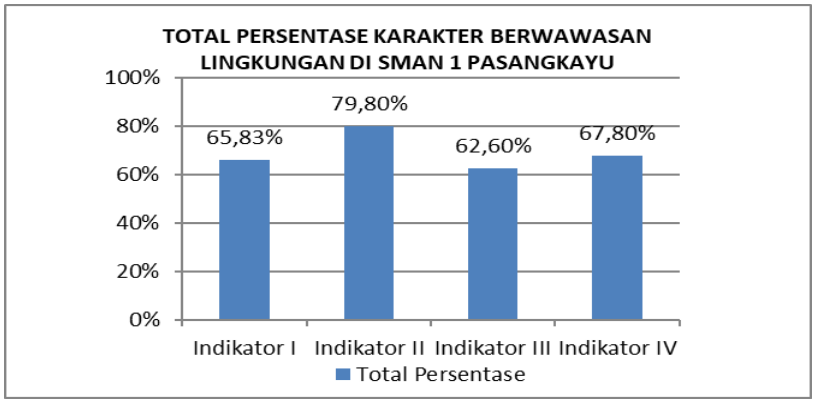
The core activity aspects are the teacher preparing tools and materials for the learning process, presenting initial information by observing material on Indonesian natural resource management in the form of images/video slides, the teacher's ability to explain geography learning material about natural resources with varied voices to stimulate motivation students, explain the material systematically and in detail so that many students are happy and very enthusiastic in paying attention during the learning process. Teachers are also able to formulate problems, observe, analyze, and communicate the lessons given and they look good, so that students are not confused in answering questions given by the teacher, this has a positive influence resulting in increased activity and participation between students and teachers in the learning process.

The evaluation aspect is that the teacher is able to summarize natural resources (SDA) learning material, provide homework to improve student learning outcomes and allocate time in accordance with the procedures in the RPP. The teacher also gave a good message and impression in closing the lesson by giving advice to students to continue learning and love the environment more. The implementation of geography learning by teachers in the classroom reaches a total score of 17 for all indicators or falls into the category (17-23) **Sufficient**.

Table 5. Percentage Results of the Environmentally Conscious Character Questionnaire at SMAN 1 Pasangkayu

Indicator	Percentage
Indicator I (No. 1-26) Use resources economically and conserve	65.83%
Indicator II (No. 27-31) Reuse and recycle used materials	79.80%
Indicator III (No. 32-37)	62.60%

Utilize renewable resources	
Indicator IV (No. 38-40)	67.80%
Controlling population density	
Total	67.24%
category	**Good**



Picture. 1. Bar Chart of Total Percentage of Environmentally Conscious Character Questionnaires

Based on table 5 and diagram. Based on the results of this research, there were 41 students who filled out the environmentally minded character questionnaire, including all class XI IPS consisting of two population classes, namely XI IPS 1 and different for each indicator, with details of the percentage value for each indicator, namely, indicator 1 Using resources sparingly and carrying out conservation has a percentage value of 63.83%, this value is included in the good category. Indicator 2 Reusing and recycling used materials has a percentage value of 79.80%, this value is included in the good category. Indicator 3 Utilizing renewable resources has a percentage value of 62.60%, this value is included in the good category. Indicator 4 Controlling population density, the percentage value is 67.80%, this value is included in the good category. Of the four environmentally friendly character questionnaire indicators, the total percentage value is 67.24%, this value (61% - 80%) is included in the **Good category**.

4. CONCLUSION

The implementation of geography learning for class XI IPS students at SMAN 1 Pasangkayu has gone well. This is shown from the results of the questionnaire assessment on the implementation of geography learning in the classroom, with the total number of all indicators being 17 and the assessment interval being in the (Adequate) category. And the students' overall environmentally conscious character is in the (Good) category. Based on the frequency table obtained, it shows that for indicators 1,2,3, and 4, the total percentage of all indicators is 67.24%. So it can be concluded that the implementation of geography learning by teachers in forming students' environmentally conscious character at SMAN 1 Pasangkayu has been implemented but is still in the good category and needs to be improved.

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