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Utilization of Learning Media Geography of High School in Sleman Regency

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Abstract

This study aims to explore various aspects of learning media in geography at senior high schools in Sleman Regency, focusing on four key areas: the availability of media (including type, quantity, and condition), the utilization of media, the difficulties faced by teachers, and the efforts made to optimize media use. Utilizing a descriptive quantitative method, the research surveyed geography teachers and high school students in grades X, XI, and XII across 45 schools, comprising 17 public and 28 private institutions. A proportional random sampling technique selected 16 schools, with 16 teachers and 96 students chosen through purposive sampling. Data were collected via questionnaires, interviews, and observations, and analyzed using descriptive statistical techniques. Results revealed that the available learning media, primarily maps, atlases, and globes, were classified as insufficient in quantity, despite being in good condition. The utilization of media was in a favorable category, with a media variation of 68.75 percent. Student responses regarding media usage were high, and opportunities for engagement were also positive. However, teachers faced significant challenges, with 68.75 percent reporting difficulties related to limited media availability, manpower, costs, and time. Teachers' efforts to address these challenges were classified as moderate (87.50 percent), including organizing independent media, utilizing donations, and participating in training sessions and teacher meetings.

Keywords: Media; Learning ; Geograph

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INTRODUCTION

Education is the important part for development a nation. Quality education will produce source Power man quality that can support development national (Alam et al., 2020; Ngoc & Tien, 2023). Education is able deliver student going to changes behavior in demand intellectual, moral and social in order to be able to life independent as individuals and creatures social (Tyas et al., 2020; Pallathadka et al., 2023). Law Republic of Indonesia Number 20 of 2003 states that education aiming for development potential participant educate to be able to become a man of faith and piety to God Almighty, have morals noble, healthy, knowledgeable, capable, creative, independent and become democratic citizen as well as responsible answer. Success implementation education determined situation conducive and good facilities (Zaid et al., 2022; Arsul et al., 2021). In additional role power education especially teachers in foster, educate and teach students at school through the learning process is also important.

learning process in essence is a communication process, namely the process of conveying message from source message through specific channel /media to recipient message. Message or source message, channel /media, and recipient message is components of the communication process (Kapoor et al., 2021; John & De'Villiers, 2020). The message to be communicated is teachings or existing education in curriculum, resources message can be a teacher, student, other person or writer books and media producers, educational media channels and recipients the message is student or teacher. Reveals that results Study through senses view around 75%, senses hear about 13%, and through senses other around 12%. Learning process with use senses listener Of course will different with use senses seer. Learning process will more effective and easy when assisted with media or visual media (Winarto et al., 2020).

Development of learning media of course follow development technology education. The development of paradigm in technology education influence development of learning media (Bizami et al., 2023). Paradigm the include: first, learning media The same with tool audio visual aids used instructor for explain his duties (Sanulita et al.,2024). Second, the media is seen as as something that is developed in a way systemic as well as stick to the rules communication. Third, the media is seen as integral part in system learning, because That There is changes in other components in the learning process (Abdulrahaman et al., 2020). The fourth learning media more viewed as one of the source with intentionally and purposefully developed and utilized For needs study.

Learning process That important, in fact there is a number of barriers to the learning process, namely: verbalism, attention branching, chaos interpretation, no existence response, less attention, condition physical, disturbing environment, and attitude passive child educate. Inhibitors that originate from the teacher namely attitude teacher verbalism in to explain lesson, thing the influenced method learning used that is lecture so that communication nature One direction. Inhibitor from student that is student will feel bored, attention student become branched, less motivation and lack active in learning (Kartini et al., 2022).

Delivery material learning with using media has a number of excess compared to only verbally. The teacher's duties are increasing light in convey Contents material learning. Learning materials will the more clear and easy accepted by students (Ayu, 2020). Media also functions for help student increase understanding, awakening desire learning, data presentation with attractive and reliable, easy interpretation and condensation informatio.

Learning process between materials, teachers, strategies, media, and students become mutually reinforcing network influence in accordance respective positions. Collaboration between elements the is condition important in application of learning media (Qureshi et al., 2023). As well as whatever media is used without supported the right method and skilled teacher utilizing the media, of course the media become No effective. Success media utilization is also influenced by other factors which are component learning.

The position of the media as intermediary in Learning is very important, because media can support success learning (Sudarmo et al., 2021). The position of the media that has become integral part in learning,very influenced by the teacher's ability in selecting and designing appropriate media. The selection of appropriate media is greatly influenced by the strategies, approaches, methods and learning formats used by the teacher. The more professional teacher then more and more small the role of media in learning (Greenhow et al., 2020). Because the teachers are professional will Can to create source learning and media so that the material more fast understood child educate. Demands This Of course requires teachers to understand various types and characteristics of media and Study operationalize the media that will used in the learning process.

The teacher holds role important and strategic in the learning process. Learning process as a activity For increase knowledge skills and attitudes student related direct with good teacher activities at school or outside school (Adipati et al., 2021). As a system activities, learning process always involving teachers. In addition the existence of media can support the learning process, teachers together party school must do effort media procurement that is still limited. Teachers must creative produce media that can utilized in the learning process, the media No must be expensive media because cost usually is constraint for teachers in producing media.

Subjects geography is eye lessons that study advance earth and everything something above it like population, flora, fauna, climate, air and everything interaction. Subjects geography actually very interesting Because related direct with activity daily every man specifically participant educate. The reality participant educate precisely feel bored with lesson This is. This is proven with low attention from student in follow activity Study teach Geography as seen at the time observation.

Based on observation done at school High School in Sleman Regency in the learning process geography there is some teachers are rare utilizing learning media caused by several factors, including limitations media availability (good from number, type and condition), limited costs, teacher difficulties in utilizing media, teachers are lacking skilled, lack of effort For can utilizing available media and time not enough adequate. Researchers interested For do research entitled Utilization of Learning Media Geography of High School in Sleman Regency which aims for know Availability of learning media high school geography, knowing utilization of learning media high school geography in Sleman Regency, knowing difficulties faced by teachers related to with utilization of learning media high school geography in Sleman Regency, and find out efforts made by geography teachers For can utilizing learning media high school geography in Sleman Regency.

Research on the use of geography learning media in senior high schools in Sleman Regency has important novelty and urgency in the context of current educational developments. In the rapidly developing digital and information era, the use of innovative and effective learning media is crucial to improve the quality of the teaching and learning process. Sleman as one of the areas with good educational development, has the potential to be used as a model in the application of more modern and interactive geography learning media. This research is urgently needed because it can identify obstacles, opportunities, and provide recommendations related to strategies for improving the quality of geography learning, so as to improve students' understanding of geography material in a more comprehensive and interesting way.

RESEARCH METHODS

Research Design

Study This is type study descriptive Because only aiming describe condition or phenomena that occur in the field. Research more leading to disclosure a problem or condition as existence and expression the facts are there, though sometimes given interpretation or analysis (Ivey, 2023). Reviewed from the data used so study This using quantitative data. The results of the study focused for give description condition Actually from the object being studied. Through study this, researcher mean to for know about utilization of learning media High School Geography.

Research Subject

Population in study This is all high school geography teachers in Sleman Regency, namely all geography teachers who teach class X, XI social science, and XII social science and all student class X, XI social science, and XII social science, which includes 45 high schools in Sleman Regency consisting of from 17 public high schools and 28 private high schools. Research sample taken with see High school category in Sleman Regency, consisting of from public schools and schools private. Therefore limitations that exist researchers, then the high school that was used subject study taken with use proportional random sampling technique. Public and private schools taken as sample based on RSBI, SSN/RSSN, and non-SSN categories, so that number of high schools that are used subject study namely 16 schools. Geography teachers and high school students who were made subject study determined with use purposive sampling technique. Number of teachers appointed sample study as many as 16 people or each school taken by 1 person, while amount sample student as many as 96 people or each school taken by 6 people.

Instruments, and Data Collection Techniques

Data collection techniques used in study This is questionnaire. The questionnaire used in study This is questionnaire closed. Questionnaire study intended for teachers and students. Questionnaire this use Linkert scale, with alternative answer that is no ever, sometimes, often, and always.

Data analysis technique

Data analysis techniques in study This using the SPSS (Statistical Package for the Social Sciences) version 16.0 for Windows with technique descriptive (percentage). After the data is described, then to be continued with data analysis. Analysis description of the intended data covering presentation table distribution frequency and histogram.

RESULTS AND DISCUSSION

This study aims to find out about the utilization of geography learning media in high schools in Sleman Regency, including the availability of learning media, utilization of media, obstacles to utilization and efforts made by geography teachers in utilizing geography media in high schools. Sleman Regency. Data collection was carried out by collecting teacher questionnaires, student questionnaires, observations and interviews.

1.1. Availability of Learning Media High School Geography in Schools

Availability of learning media geography in schools, which includes type, quantity and condition of media can seen from discussion following This:

1.1.1. Types of Media Available in Schools

Based on Table 6, it is evident that all schools (16 schools) or 100 percent of high schools in Sleman Regency have media types such as maps, atlases, and globes. Meanwhile, media types like realia, models, and videos are owned by 69 percent of schools, slides by 56 percent, pictures and realia by 44 percent, and handouts by 25 percent. The least common media type owned by schools is graphs, which are available in only 19 percent of schools.

The school with the highest percentage of media ownership is Senior High School Number 1 Kalasan, with 90% of the total types of media mentioned. Following that are Senior High School Number 1 Depok, Senior High School Number 1 Prambanan, Senior High School Number 1 Ngaglik, and Islamic Senior High School 1 Gamping, each with 80%. De Britto College High School, Colombo High School, and Angkasa Adisucipto High School have 70%, while Senior High School Number 1 Tempel and Senior High School Number 1 Turi each have 60%. Senior High School Institut Indonesia has 50%, followed by Binatama High School, Muhammadiyah 1 Prambanan High School, Sulaiman High School, and Ma'arif 1 Sleman High School, each with 40%. The school with the lowest percentage of media ownership is Sunan Kalijogo High School, with 30%.

1.1.2. Number of Media Available in Schools

The number of high school geography learning media in Sleman Regency must be adequate, meaning that the available media should be able to meet the needs of both teachers and students. The availability of geography media in high schools in Sleman Regency is categorized as insufficient at 68.75%, sufficient at 25.00%, and abundant at 6.25%. De Britto College High School has the largest number of geography learning media. However, it is important to note that these results are not absolute, as the number of students at each school also affects the amount of media available. The number of media at each school varies according to the school's specific needs and available funds.

1.1.3. Condition of Media Available in Schools

Based on the results of observations, it is known that the overall condition of Geography learning media in high schools in Sleman Regency is generally good, and teachers use them effectively during

lessons. However, there are several important points to note. For example, while maps and atlases are available in most schools, many of them are outdated despite recent changes in geographical data. Additionally, some schools face difficulties in using media such as slides and videos due to issues with supporting equipment, such as damaged LCD projectors.

1.2. Utilization of Learning Media Geography in High School in Sleman Regency

The diverse types of learning media can be utilized by geography teachers to support and enhance the learning process in the classroom. Geography learning involves studying natural phenomena and life on the Earth's surface. Teachers must be able to maximize the use of learning media to capture students' attention more effectively. They need to be creative, innovative, and capable of managing resources from the surrounding environment, turning them into valuable and useful media for their teaching.

1.2.1. Utilization of Media

The utilization of media, based on the results of interviews with high school geography teachers in Sleman Regency, is still limited. This is influenced by factors such as the availability of media, power supply, and the suitability of media with geography materials, methods, and learning objectives. The most commonly used media is in the form of maps. Schools with their own computer facilities and media support, such as LCD projectors, more frequently use media in the form of slides and films/videos. High schools such as senior high school Kalasan, senior high school Kolese De Britto, and S senior high school 1 Depok often utilize these resources. Handouts, however, are rarely used anymore.

1.2.2. Media Variations

Utilization of media in learning varied geography Good from aspect types and quantities will help teachers teach and also student in accept the material presented. The use of media will affects the time used, the more efficient, besides That objective from learning that you want will also be achieved the more easy achieved. Media variations are obtained with count score highest $4 \times 2 = 8$, score lowest $1 \times 2 = 2$.

1.2.3. Driving Factors Selecting Media

Utilization of media in learning geography that which appropriate based on on various criteria in determine media selection. Driving factors the among others with measure level media planning, media availability, suitability with materials, time and teacher skills in utilizing media. Driving factors selecting media according to teacher obtained with count score highest $4 \times 6 = 24$, score lowest $1 \times 6 = 15$.

Teachers and students' opinions about factor booster choosing media in Sleman Regency is the same that is classified as tall according to the teacher 50.00 percent and according to student 48.96 percent. Teachers who choose media with level moderate suitability there were 43.75 percent, while teachers chose media with level low conformity there are 6.25 percent.

Based on results interview that researcher do against 16 Geography teacher respondents, then researcher get that part big High school geography teacher respondents in Sleman Regency have can choose media with good. Driving factors choose the media you need the teacher pays attention to media availability, suitability with material and objectives learning with media, conformity time learning with media, conformity the method that will be used, suitability between teacher abilities and skills with media.

1.2.4. Response Student to Utilization of Media

Good use of media need existence response from students. Response student known with measure level response to learning and interest student to learning. Response student to utilization of media obtained with count score highest $4 \times 2 = 8$, score lowest $1 \times 2 = 2$. Teachers and students' opinions about response to Utilization of Media in Schools Upper Middle School in Sleman Regency is the same that is high, with percentage according to the teacher 62.50 percent and the percentage student 52.08 percent.

Based on results interview that researcher do against 16 high school geography teacher respondents in Sleman Regency, then researcher get that part big Respondent give response with Good to learning that uses media. This is influenced by several matter among others with the existence of media at the moment

learning student become more interested, enthusiastic more improve and be motivated to learning, besides That they are also more notice learning, especially Again if the teacher uses interesting visual media such as slides and films/videos. Students more active in follow learning and also when do question when teachers use interesting media.

1.2.5. The Opportunity Given to Student

Opportunities given by teachers to student for utilize media at the moment learning in progress will make student more active and happy in learning. The material presented by the teacher will absorbed with both by students. The opportunities given to student measured with see the opportunity student in trying media and opportunities For ask. related with the media utilized. The opportunities provided to student obtained with count score highest $4 \times 2 = 8$, score lowest $1 \times 2 = 2$.

Teachers and students' opinions about the opportunity given to student in Utilization of Media in Schools Upper Middle School in Sleman Regency is the same that is moderate, with the percentage of teachers is 72 percent and according to students 47.92 percent. The results of study This show that high school geography teachers in Sleman Regency have Enough give chance to student For try utilizing learning media.

Based on results interview that researcher do against 16 teacher respondents and questionnaires, then researcher get that part big school Already give chance to students. This is caused by several matter among others the limited number of media so that teachers are less than optimal give chance to student in utilizing media. Opportunity using the media that the teacher does among other things shows location a place on the map, identify material that comes out from mountain fire through video shows, creating media, using *Power Point* slide media For presentations, copying media on the computer.

1.3. Difficulty Utilization of Learning Media Geography of High School in Sleman Regency

Utilization of media in the learning process often causes various difficulties for teachers. Difficulty media utilization is measured with level teacher difficulties in selecting and holding learning media. Difficulties utilization of media faced by teachers is obtained with count score highest $4 \times 2 = 8$, score lowest $1 \times 2 = 2$.

The difficulties faced by teachers can outlined from results interview with geography teacher School Upper Middle School that the difficulties faced by teachers regarding media include: cost, manpower, allocation time. Price each type of media needed by schools No everything cheap. Media that is expensive for example just price facility media supporters such as LCD projector, so that school only own a number of projector only and must use in a way alternate with the subject teachers lesson other. Other obstacles that must be faced by teachers, namely availability of media in the market sometimes No there is, even if There is usually it's expensive. School private sector that has not RSBI or SSN standards in general more Lots experience constraint in matter cost for provide the required media. Financing school private more Lots originate from school alone, aloki cost must shared with need school other so that cost incurred for media purchases are getting smaller.

Apart from the problem cost there are also teachers who state difficulty in matter power, teacher skills in using certain media Still limited for example for operationalize media types projector LCD still there are teachers who experience difficultie. Teachers also experience constraint or obstacle technical in use LCD projector. Teachers who feel difficulty for looking for suitable media for material certain.

Allocation time teach with using media according to some teachers are difficult Because must adjusting limited teaching hours especially class one. Use gauge humidity teacher temperature is constrained less time For prepare and use. Problems time other when want to search media from Internet sources are also required long time to filter truth sources used worthy or whether or not.

1.4. Efforts to Utilize Learning Media Geography of High School in Sleman Regency

Utilization of geographic media need optimized with still refers to competence and content learning as well as notice need students. In its implementation found obstacles in utilization of media. Teachers need to do various effort for overcome obstacles said. Measurement variable done with measure level providing

media and training media utilization. Efforts to utilize media are obtained with count score highest $4 \times 4 = 16$, score lowest $1 \times 4 = 4$. Teacher do various effort For utilizing media , including organizing and efforts others that will outlined as following :

The teacher provides media through schools and various business other that is Party school generally has do various effort For holding media. School has holding globes, maps, books, etc. School will disburse funds accordingly needs and demands from the eye teacher lessons, if the funds there is. The teacher tries themselves, active, creative, innovative teachers looking for media, borrowing , making their own media with utilise materials found in the environment around or from easy material obtained . The teacher made cross section folds and fractures made from cork.

Teacher ever assign to student make something that can utilized as a medium, including: assigning take pictures and bring rock from the overflowing Krasak River after eruption Merapi mountain fiery, making map distribution of flora and fauna, drawing pyramid biome, search types Photo air, *overly* map . Get donations, learning media were also obtained by teachers from donation from real work lecture field experience practice students, as an activity program from students. geography subject teachers' conference activities, implementation the geography subject teachers' conference in sleman regency was held in a way taking turns in high schools, subject teachers' conference is attended by state and private high school teachers for those who follow. Subject teachers' conference is receptacle for teachers to cooperation, mutual exchange information and also material, related constraints with eye lessons can also be searched for the solution in a way together. The teacher follows trainin teachers from state senior high school 1 Tempel have follow training from universitas Gadjah mada majoring in technique Geology .

CONCLUSION

The conclusion of this study is the validation results carried out by two practicing teachers to determine the teacher's response to the colloidal system student worksheet developed, this stage is carried out by providing media and validation sheets to chemistry teachers at the 5th State Islamic Senior High School in Aceh Besar, so that a percentage value of 25% is obtained with the category of very interested, 65% interested and less interested is 10%. The results of student responses are carried out to determine student responses to the colloidal system student worksheet developed. The trial was carried out by providing a student response questionnaire and the developed student worksheet to students in class XII IPA 1, with the percentage of students who chose very interested amounting to 34%, interested 55%, less interested 11%, while those who chose the criteria not interested and very not interested were none. It can be concluded that student responses to student worksheets based on a scientific approach to the colloidal system material are feasible so that they are practical to use on students. It is recommended that further research explore the integration of interactive technologies, such as augmented reality or virtual simulations, in the development of biology learning videos to enhance students' learning experiences and deepen their understanding of complex concepts.

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