


The Influence of Limited Facilities and Utilization of Digital Technology on the Effectiveness of Geography Learning at SMA Negeri 1 Stabat

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Article Info	ABSTRACT
<p>Keywords: Limited facilities, digital technology, learning effectiveness .</p>	<p>This study aims to explore the influence of limited facilities and digital technology utilization on the effectiveness of geography learning at SMA Negeri 1 Stabat. The method used was qualitative, with data collection through interviews and observation. The results show that limited facilities, such as practical tools and books, have a negative impact on the achievement of learning objectives. However, the utilization of digital technology has helped improve the learning process, although there is still a mismatch between learning needs and facility availability. The findings emphasize the importance of optimizing existing facilities and integrating technology to improve geography learning effectiveness .</p>
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INTRODUCTION

Education is an important pillar in the development of a country, and the quality of learning is very important to produce a smart generation that is ready to face future challenges. There are a number of problems in SMA Negeri 1 Stabat, especially in Geography subjects, which interfere with the quality of learning. Limited educational facilities are one of the things that can hinder the learning process. To improve the quality of learning, schools must have comfortable classrooms, complete learning aids, and supporting resources.

On the other hand, the rapid development of digital technology in this modern era gives us the opportunity to use technology to improve the quality of learning. Digital technology, such as computers, the internet, and learning applications, can be an alternative to make learning activities more interactive and interesting. However, SMA Negeri 1 Stabat may be less effective due to limited facilities and poor use of digital technology. So, this study is important to be conducted to determine the extent to which limited facilities and the use of digital technology affect how effective geography learning is in schools. It is hoped that this study will provide useful insights to improve and develop geography learning that is more relevant to the development of the times.

Since geography is a science that combines concepts of space, environment, and human interaction with nature, relevant and interactive learning media are essential. Digital

technologies such as simulations, digital map applications, and geographic-based educational software can help explain complex materials. However, the reality on the ground shows that many schools still face several limitations. These include inadequate technological devices, poor internet connectivity, and teachers who do not know how to integrate the technology. According to Santosa (2021), the use of digital technology in geography learning can increase student motivation and understanding if supported by adequate facilities and proper training for teachers. However, these limitations often cause learning to be less efficient, which has an impact on the overall effectiveness of learning.

One important element that greatly affects the quality of the teaching and learning process is adequate learning facilities, according to Slameto (2013). Students can have difficulty understanding the material being taught if the facilities are limited, such as a lack of teaching aids or uncomfortable classrooms. This is even more important in the field of geography which requires visual aids such as maps, globes, and other devices to more clearly illustrate geographical phenomena. In addition, the use of digital technology in education is very helpful in improving learning outcomes. Supriyadi (2021) said that digital technology such as interactive maps, educational videos, and computer-based applications can help students understand geographical concepts in a more interesting and easy-to-understand way. Students can also interact with learning materials directly and access information faster thanks to this technology. However, many schools, including SMA Negeri 1 Stabat, face difficulties in implementing technology because teachers are not proficient in using it and limited technological infrastructure, such as unstable internet connections.

Educational facilities include all the tools and equipment that help students learn. This includes laboratories, classrooms, technology, and other learning resources. The limited facilities in many secondary schools, including SMA Negeri 1 Stabat, are a major obstacle to geography learning. Teachers struggle to provide interesting and contextual learning experiences without projectors, digital devices, or geography laboratories. According to Tilaar (2002), one of the main factors contributing to the poor quality of education in schools in developing countries is limited facilities.

"Learning effectiveness" is a term that refers to the extent to which learning objectives are achieved through a planned educational process. According to Slavin (2006), students' academic results, their motivation to learn, and the application of concepts in the real world are all factors that influence learning effectiveness. In geography learning, effectiveness depends on the delivery of relevant materials, learning aids, and technological support to simplify complex concepts such as maps, natural disasters, and climate change. The learning environment supported by the facilitator also influences learning effectiveness. Digital technology is IT-based applications and devices that support learning.

This study aims to explore the influence of limited facilities and the use of digital technology on the effectiveness of geography learning at SMA Negeri 1 Stabat and to provide recommendations to overcome these challenges in order to create a better learning environment.

RESEARCH METHODS

This study uses a qualitative method to understand how the use of digital technology and limited facilities affect the quality of geography learning at SMA Negeri 1 Stabat. The qualitative approach was chosen because it can provide an in-depth understanding of the phenomena that occur in the field and the relationship between various factors that influence the learning process. The selection of the research location was SMA Negeri 1 Stabat because initial observations showed that the use of digital technology and limited facilities made geography learning difficult.

RESULTS AND DISCUSSION

In geography learning at SMA Negeri 1 Stabat, the influence of limited educational facilities is very significant on the achievement of learning objectives. According to Ratna Ince, Geography Subject Teacher, the existence of adequate facilities, such as practice tools and reading books, plays an important role in supporting the teaching and learning process. The inadequacy of these facilities can hinder the effectiveness of learning, because students do not have sufficient access to understand the material in depth. Therefore, the provision of appropriate facilities and infrastructure is crucial to ensure that learning objectives can be achieved optimally.

At SMA Negeri 1 Stabat, digital tools have begun to be used to meet the demands of the times along with technological advances. To complete assignments, students usually use the internet, including submitting assignments via social media such as Instagram. This shows that educational institutions not only follow technological developments but also utilize platforms that are familiar to students to increase their participation in learning. Therefore, the use of information and communication technology (ICT) is an important part of the educational process in these schools because it helps students become more active and creative in their learning process.

However, due to the mismatch between geographical learning needs and the availability of existing facilities, there are still effects that are felt. The absence of appropriate learning resources and tools can cause learning to not take place fully. Therefore, there needs to be an effort to maximize the use of available facilities. One way to overcome the limitations of practical tools is to use the square method as an alternative. This shows how important it is to take the initiative and be creative in optimizing existing resources to improve the quality of learning.

On the contrary, there are no barriers to the use of digital technology in this educational institution. Teachers have started to use technology in their teaching, such as using projectors (infocus) to deliver materials. In addition, students have tried something new by creating maps using graphic design applications such as Canva. This application helps students learn digital skills that are important for modern life. This shows that using technology and traditional teaching approaches can create a more interactive and dynamic learning environment.

Overall, the experience at SMA Negeri 1 Stabat shows that geography learning can be done more effectively and comprehensively by utilizing existing technology and resources. With the support of all parties, both teachers, students, and schools, it is hoped that geography learning will be better. Therefore, continuous development of educational infrastructure together with increasing students' understanding of technology and their skills is very important to create a generation that is ready to face future challenges.

CONCLUSION

The success rate of geography learning at SMA Negeri 1 Stabat is greatly influenced by the lack of facilities. Reading books and teaching aids are very important to achieve learning objectives. However, teachers and students can overcome this problem with facilities available around the school, such as the square method to enlarge or reduce maps. SMA Negeri 1 Stabat also makes extensive use of digital technology. When teaching, teachers use tools such as Infocus, and students create custom maps with applications such as Canva. In addition, science and technology have been integrated into learning through the use of social media for assignment collection. Despite the fact that limited facilities can hinder ideal learning, teacher and student adaptation and innovation can help maximize the learning process to achieve academic goals.

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