


## Obstacles and Solutions in Implementing Active Learning Strategies in Geography Learning Materials at SMA Negeri 11 Medan

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Article Info	ABSTRACT
<p><b>Keywords:</b> Active learning strategies, obstacles, solutions, geography learning, student motivation, SMA Negeri 11 Meda N.</p>	<p>This research aims to identify obstacles and solutions in implementing active learning strategies in geography subjects at SMA Negeri 11 Medan. The research results show that the main obstacles faced consist of limited teacher competence, low student participation, limited time, and less than optimal use of existing facilities. Although facilities such as classrooms, projectors and computer laboratories are available, the use of traditional media such as globes and maps is increasingly rare. The proposed solutions include intensive training for teachers, use of digital technology, connecting material with students' daily lives, as well as an appreciation-based approach to increase student motivation. It is hoped that this research can contribute to the development of more effective and meaningful active learning, as well as improving the quality of education, especially in geography subjects .</p>
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### INTRODUCTION

Education is a very important tool in forming a generation that is able to face the challenges of the times. Among the various subjects, geography has a strategic role, not only in discussing natural phenomena, but also in explaining the relationship between humans and the environment. In this modern era, geography learning must be able to instill critical, analytical, and solution-oriented thinking skills. Therefore, a learning strategy is needed that does not only focus on teachers, but also actively involves students.

Active learning strategies provide opportunities for students to be directly involved in the teaching and learning process, through discussions, problem solving, or environmental exploration. However, in the field, the implementation of this strategy often encounters obstacles. At SMAN 11 Medan, there are various obstacles that must be faced in implementing active learning in geography subjects. Several factors, such as limited facilities, lack of training for teachers, and low levels of student participation, are challenges that need to be addressed.

These obstacles not only hinder the learning process, but also have an impact on student learning outcomes. Therefore, research needs to be conducted to identify these problems and provide practical solutions. With this step, it is hoped that the geography learning process at SMAN 11 Medan can take place more effectively and bring deep meaning.

## RESEARCH METHODS

### Research Location

This research was conducted at SMAN 11 Medan, located in Bantan Village, Medan Tembung District, North Sumatra Province. This school was chosen as the research location because it has characteristics that are in accordance with the research topic, namely the application of active learning strategies in geography subjects and the challenges faced.

### Population and Sample

The population in this study includes all teachers involved in teaching geography subjects at SMAN 11 Medan. The sample was taken using purposive sampling technique with the established criteria, namely geography teachers who have experience teaching at SMAN 11 Medan.

### Variables Study

Independent Variable: Obstacles faced in implementing active learning strategies in geography subjects. Dependent Variable: The effectiveness of active learning, which is measured based on student learning outcomes and their level of participation in the learning process.

### Data collection technique

#### a. Interview

Interviews are a method to get closer to information by asking questions directly to informants. Without conducting interviews, researchers will lose some information that can only be obtained through direct interaction. In this study, the interviews conducted were unstructured interviews, where this method allows the flow of questions to follow the developing conversation, with a more open direction of questions, but still focused, thus producing rich information and making the conversation feel more natural. Interviews were also conducted online, aimed at several relevant sources related to the research. Questions were asked to the Social Studies Teacher and several students, so that researchers could collect important information and data for research purposes.

#### b. Observation

Direct observation is a method of data collection carried out through careful and systematic recording. Observations need to be carried out carefully and in a structured manner to obtain reliable results, and researchers must have a broad background and knowledge of the object being studied, with a theoretical basis and an objective attitude. In this study, researchers used participatory observation to collect more comprehensive data and more in-depth information regarding the implementation of active learning strategies in teaching Geography.

#### c. Documentation

Documentation is a method of data collection that produces important notes related to the issue being studied, thus enabling comprehensive data to be obtained. The documentation process includes collecting supporting data, such as learning media and documentation of learning activities. This data serves to complement the results of interviews and observations.

### Data Analysis Techniques

a. Qualitative Descriptive Analysis

Data obtained from interviews and observations were analyzed qualitatively through the following steps: a. Data reduction which aims to filter and simplify data from interviews, observations, and documentation according to the focus of the research. b. Data presentation by compiling data in the form of descriptive narratives to facilitate the analysis process. c. Drawing conclusions by interpreting the data that has been presented, so that it can answer the problem formulation.

b. Data Triangulation

Data triangulation is a method used in research to validate information through various data sources. The goal is to increase the credibility and validity of research results by comparing and verifying information obtained from several different sources. Triangulation techniques are used to ensure the validity of data by comparing the results of interviews, observations, and documentation.

## RESULTS AND DISCUSSION

Active learning strategy is a method applied by educators to carry out learning with the aim of achieving maximum results in the teaching and learning process. At SMA Negeri 11 Medan, teachers use this strategy by involving students in the learning process directly. For example, students are invited to discuss in groups which are then presented, and apply a question and answer method that encourages students to think critically. Not infrequently, the lecture method is also used in ongoing learning.

However, the implementation of active learning strategies in SMA Negeri 11 Medan in Geography subjects faces several challenges in its implementation. Some students show a lack of participation when asked questions, many of them feel embarrassed or lack confidence to express their opinions in learning, and often students do not understand the material that has been presented. The use of formal language by teachers makes it difficult for students to understand the material taught previously. Although teachers have prepared good learning strategies, differences in students' abilities in understanding geography lessons become obstacles in the active learning process.

On the other hand, facilities and infrastructure also play an important role in active learning. In SMA Negeri 11 Medan, the existing facilities are quite adequate, such as classrooms, libraries, and laboratories, including computer laboratories that support interactive learning. Several projectors have been provided in each class to facilitate active learning, by displaying materials through presentations and learning videos. In addition, infrastructure such as globes and maps are also available, although their use is increasingly rare along with the development of technology. This contributes to a more interesting learning atmosphere than just lectures.

Time constraints also affect the active learning process. Often, group discussions and projects require sufficient time to be carried out. However, with busy schedules and demands to complete the curriculum within a certain time, teachers often have difficulty in allocating the necessary time.

### Active Learning Implementation Solutions

In every learning there must be obstacles that will have solutions in solving them. The teacher does various ways to increase student motivation in active learning such as

1. Get to know the students' interests and also relate them to the students' daily lives. That way, students can also be enthusiastic in answering the questions asked.
2. Then by using digital media such as PPT or learning videos that attract students' attention to be more active and relevant for students.
3. Involve students in problem solving to channel their ideas, so that they will think critically and create active learning.
4. Giving praise or appreciation to students to increase their self-confidence. So that students do not feel embarrassed anymore to express their opinions to their classmates.

### CONCLUSION

Based on the results of the study on the obstacles and solutions in the implementation of active learning strategies in geography learning materials at SMA Negeri 11 Medan, it can be concluded that although active learning strategies have great potential in improving critical thinking skills and student participation, their implementation still faces various obstacles. The main obstacles include limited teacher competence due to lack of training, limited student participation due to low motivation and self-confidence, and technical obstacles such as limited time and less than optimal use of facilities and infrastructure. Although facilities such as classrooms, computer labs, and projectors are available, some traditional media such as globes and maps are rarely used. On the other hand, solutions to overcome these obstacles involve providing intensive training to teachers, utilizing digital technology in learning, and using methods that are relevant to students' interests. Teachers can also increase student motivation with an appreciation-based approach and linking learning materials to students' daily lives.

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