


Analysis of the Application of Geography Learning Strategies on Natural Disaster Mitigation Material in Class XI of SMA Negeri 1 Sei Rampah

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Article Info	ABSTRACT
<p>Keywords: Learning strategies, natural disaster mitigation, geography, qualitative descriptive, SMA Negeri 1 Sei Rampah</p>	<p>This study aims to evaluate the implementation of geography teaching strategies on the topic of disaster mitigation in Grade XI at SMA Negeri 1 Sei Rampah. Using a descriptive qualitative approach, data were collected through interviews, observations, and documentation. The research subjects included geography teachers and Grade XI students actively involved in the learning process. The findings revealed that teachers employed various teaching strategies, such as group discussions, case study analyses, and the use of digital learning media, to enhance students' understanding of disaster mitigation. Classroom observations indicated that these strategies effectively encouraged active student participation and improved their analytical skills in addressing disaster cases. However, challenges were identified, including limited technological facilities and insufficient instructional time. The study concluded that implementing diverse and contextual teaching strategies supports geography learning objectives, particularly in understanding disaster mitigation concepts. This research recommends improving technology-based learning facilities and providing training for teachers to optimize the strategies applied.</p>
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INTRODUCTION

Learning strategies is combination from a series activities and organization material, participants education, tools, materials and time used in the learning process For reach the goals that have been set. This strategy involving approaches selected For provide method learning in situation certain. More Furthermore, learning strategies also include type, space scope, and sequence purposeful activities For give experience meaningful learning to students (Aqieb, 2013).

Learning geography is one of factors contributing to the increase Quality Indonesian education. In learning geography, material mitigation disaster natural be one of topics that can developed. This material taught to students class XI at high school level, with school play a role as place for participant educate For absorb knowledge. Schools also become receptacle important in to form character students to be responsive to disaster. Learning geography that lifts material mitigation and adaptation disaster natural covers various the concept conveyed to participant educate. However, in in practice, various challenge often appear moment teach

material this is in class. mitigation Alone is draft the basics needed understood student, Because disaster in nature not unexpected need effort mitigation For reduce or weaken its impact (Fadillah, 2011:2).

Indonesia is a country located in 3 primary tectonic plates of the world, namely the Indo-Australian, Eurasian, and Pacific plates (Naryanto, 2019). This geological condition makes Indonesia an area that is very vulnerable to various types of natural disasters, including is earthquake earth, tsunami, eruption mountain fiery, and land landslides. This phenomenon requires Indonesian citizens, especially students, to be able to understand the material on natural disaster mitigation. Geography learning at the high school level has a strategic role in equipping students in providing the knowledge and skills expected to deal with potential natural disasters (Sugiyanto & Nursa`ban, 2019).

Meeting between three plate tectonics that make the Indonesian region vulnerable to disaster nature. Situation vulnerable disaster This need approach education simulation disaster that can implemented in schools. With background behind said, research This to study implementation education prevention eye disaster lesson geography.

learning has a strategic role in the generation that understands the environment & is able to face challenges related to natural disasters. One of the important materials in Geography learning is natural disaster mitigation material, which aims to equip students with knowledge, skills, & behavior to minimize the risks & impacts of disasters. This material is not only relevant to the reality of disasters that often occur in Indonesia, but is also in line with the goals of national education which prioritize the formation of individuals who are responsive & responsible for their environment.

The right learning strategy should be able to integrate various relevant methods and media to create interactive, contextual, and student-centered learning. However, limitations in the implementation of these strategies are still obstacles, both in terms of teacher competence, limited facilities, and lack of innovation in learning design. Therefore, it is very important For analyze application of learning strategies to the material mitigation disaster nature, with objective For identify challenges faced as well as formulate steps and solutions use increase effectiveness learning.

Study This aiming For evaluate extent of learning strategies Geography applied to the material mitigation disaster nature in class X of SMA Negeri 1 Sei Rampah in accordance with characteristics material This study will covers analysis implementation of learning strategies, identification challenges faced, as well as giving recommendation solutions and steps For increase quality learning.

RESEARCH METHODS

Study This use method descriptive qualitative, which aims For give description in a way deep about implementation of learning strategies geography on the material mitigation disaster nature. Researchers focus on understanding the learning process, student and teacher interactions, and the effectiveness of the strategies used. Study This conducted at State Senior High School 1 Sei Rampah, which is located on Jl. Rambung Sialang No. 50, Firdaus, Sei Rampah District, Serdang Bedagai Regency, North Sumatra Province.

RESULTS AND DISCUSSION

One of weakness eye lesson geography is the material presented only nature theoretical, without notice function and purpose so that create a learning process become lost meaning. One of the Topic main in learn geography is mitigation disaster nature. Mitigation is one of aspect in effort subtraction risk disaster (PRB). Teaching student class XI high school through material mitigation disaster help increase awareness about potential danger disasters in the environment.

Based on interview with the Geography teacher at SMA Negeri 1 Sei Rampah, it was found that method the most frequent learning applied is lectures and discussions group. The teacher believes that this method is effective in delivering material theoretically while involving students in exploring concepts. However, there are major obstacles faced, namely the limited time to apply more innovative methods and the lack of availability of learning media that are relevant to the material on natural disaster mitigation. The teacher also stated that student often face difficulty in understand draft mitigation disaster natural in a way practical consequence limited source Study in the form of visual media or simulation.

Study This show that learning strategy Geography in the material mitigation disaster nature in class XI of SMA Negeri 1 Sei Rampah Still dominated by the use of method lecture and questions answer. Teachers tend to choose this method because it is considered the most practical for explaining theoretical concepts in a limited time. In addition, the group discussion method is also often used as an effort to involve students in the learning process, although the discussion still tends to focus on repeating information from textbooks without exploring many real case examples. These methods, although effective in conveying basic knowledge, are considered insufficient to help students develop the applied understanding needed to master the concept of natural disaster mitigation.

One of the main obstacles in disaster mitigation learning is the limited availability of relevant learning media, because schools do not yet have adequate access to technological devices such as disaster simulations or animated videos that illustrate mitigation steps visually. In addition, the limited time For to design learning based on project or simulation the field also becomes obstacles, especially Because existence pressure For complete the RPP according to with the schedule that has been set.

Although Thus, some teachers have attempted to overcome these obstacles through simple innovations. One strategy that has begun to be implemented is the use of videos from the internet to enrich learning. In addition, some teachers use case study-based group discussions to engage students in finding mitigation solutions to certain disaster scenarios. This approach has been shown to increase student participation, although it is still not fully integrated into learning across all grade XI classes.

CONCLUSION

Based on results research, can concluded that learning strategy Geography in the material mitigation disaster nature at State High School 1 Sei Rampah Still dominated by the method conventional like lecture and questions answer. Although method This effective For convey material basic, but not enough support understanding practical student. The main obstacles faced by teachers are the limited availability of technology-based learning media, limited time to develop innovative learning, and the lack of integration of local case studies in learning. Teachers recognize the importance of innovation in Geography learning, especially in the material of natural disaster mitigation, by proposing the use of technology such as animated videos, virtual simulations, and project-based approaches to improve student understanding. They also underline the need for special training to improve their ability to design and implement innovative learning strategies.

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