


Analysis of the Development of Learning Models in Geography at Parulian 2 Private High School, Medan

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| Article Info | ABSTRACT |
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| <p>Keywords: Innovative learning, geography, Inquiry Based Learning, Project Based Learning, student engagement.</p> | <p>This research analyze the application of innovative learning models in geography subject at Parulian 2 Private High School Medan, focusing on Inquiry Based Learning (IBL) and Project- Based Learning (PjBL) models . The results showed that both models were able to increase student engagement , with around 85% of students actively participating in the learning process . However , the implementation faces various challenges , such US limited facilities , teacher readiness , and limited learning time . Based on these findings , the research recommend improving facilities and teacher training to maximize the effectiveness of innovative learning models , US well US flexibility in choosing models that suits the needs of the materials .</p> |
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INTRODUCTION

Education is a complex process and has many dimensions, which has been defined by various experts from different perspectives. Ki Hajar Dewantara (1947) emphasized that education is an effort to develop children's character, thoughts, and bodies, with the aim of achieving perfection in life. In his view, education does not only cover intellectual aspects, but also emphasizes the importance of individual moral and physical development.

On the other hand, John Dewey (1938) describes education as a process that forms intellectual and emotional skills through interaction with the environment and others. Dewey emphasized the significance of experience in learning, where students learn through practice and reflection. In this context, education is understood as a dynamic and ongoing process. Geography education plays a crucial role in providing students with a deep understanding of the interaction between humans and the environment. However, the geography learning process often still takes place conventionally, resulting in a lack of student interaction and involvement. As a solution, innovative learning is present as an approach that emphasizes the importance of active student participation in the learning process. Joyce and Weil (2009) stated that innovative learning is designed to encourage the development of critical, analytical, and creative thinking skills. In this context, students not only function as recipients of information, but also play an active role in building knowledge through interactions with teachers, friends, and the learning environment.

However, the learning methods currently applied often do not provide opportunities for students to be actively involved. This has a negative impact on their motivation and

learning outcomes. Previous studies have shown that innovative learning models, such as Project-Based Learning (PjBL) and Inquiry-Based Learning (IBL), can significantly improve student engagement and understanding with an experiential approach. However, the implementation of innovative learning models does not always run smoothly. Various challenges, such as limited facilities, teacher readiness, and lack of learning time, often hinder their implementation.

Therefore, this study aims to analyze the implementation of innovative learning models, identify various challenges faced, as well as recommend the right learning model to improve the quality of geography learning. Something similar also happened at SMA Swasta Parulian 2 Medan, where the learning methods applied are still not optimal. Thus, this study is expected to provide insight to improve the quality of geography learning in the school.

METHODOLOGY STUDY

This research was conducted at SMA Swasta Parulian 2 Medan, located at Jl. Garuda Raya No. 45, Medan Denai, on November 29, 2024. The selection of this location was based on the relevance to the research theme which focuses on the application of innovative learning models in the school. With an environment that supports the learning process, it is hoped that the results of the study can provide an accurate picture of the application of learning models in the context of geography education.

The population in this study involved teachers and grade XI students who took geography lessons. This study aims to explore the influence of innovative learning models on the quality of learning, so that the population involved are those who are directly related to the materials and methods applied in the teaching and learning process. Thus, the selection of this population provides a representative picture of the subject being studied.

The sample in this study was selected using a purposive sampling method, where one geography teacher and 25 grade XI students were selected to be respondents. The selection of this sample was based on their relevance to the research objectives, where the geography teacher and students involved were considered to have sufficient experience and understanding to provide the information needed in this study.

RESULTS AND DISCUSSION

Based on an interview with a Teacher geography in SENIOR HIGH SCHOOL Private Parulian 2 Medan, revealed that method learning Which during This used Still dominated by lecture. However, For increase quality learning geography, Teacher the startadopt a number of model learning innovative, between other Inquiry Based Learning (IBL) And Project Based Learning (PjBL). In approach IBL, student invited For explore issues geographical Which relevant with life daily, likeurbanization And change climate. They pushed For submit question, develop hypotheses, and seek solutions through investigation independent. Temporary That,in PjBL, student Work in group For finish project Which related direct with Topic geography, for example making map thematic or analysis impactenvironment in around school. Teacher the Also take notes thatimplementation second method This make

student more active involved in process study. Based on observation, around 85% student participate active in discussion class, submit question critical, and show enthusiasm when completing group assignments. However, there is a number of challenges which faced in implementation model learning innovative. This, between other:

1. Limitations Facility: Not all class equipped with device technology which adequate, such as projectors and internet access, thus making it difficult to implement learning based on technology.
2. Readiness Teacher: The teacher feel need get training addition for understand strategy management class which in accordance with model learning innovative.
3. Limited Time: Learning schedule which congested make teacher difficulty for apply method which need time more long, like discussion group or workmanship project.

Furthermore, the teacher explained that effectiveness model learning very depends on the material being taught. To topics such as "Impacts of Climate Change" or "Urbanization", PjBL is very suitable, because students can directly apply theory in situations real, for example by making a map of the area disaster prone or prepare impact reports environment based on study in environment around school.

On the contrary, for material which more theoretical, such as "Concept of Space" or "Structure of Surface Earth", teacher tend choose IBL, so that student trained think critical through submission question and exploration. Teacher the confirm importance flexibility in election model learning for reach results which optimal. Model which applied must in accordance with need material, characteristics student, and facility which available in school.

CONCLUSION

Implementation of innovative learning models like Inquiry Based Learning (IBL) and Project Based Learning (PjBL) has proven increase involvement student in learning geography in SENIOR HIGH SCHOOL Private Parulian 2 Medan. However, challenge main which faced include limited facilities, time, and teacher readiness. Therefore, support in form improvement facility and training for teacher very needed so that method learning this can optimized. Suggestions that can be given based on results study this is school need increase facility learning with provide device technology which adequate, such as projectors and internet access, for support implementation model learning innovative.

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