

Competence Geography Teachers in Preparation Lesson Planning Geography Environmental Concerning Character Based

(Study in SMAN 3 and SMA Pembangunan Laboratory UNP Padang City)

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Abstract

Education of Character is a system of cultivation of character values to learners include knowledge, awareness, and action to implement the values, both to the Almighty God, ourselves, others, the environment, and nation so that a perfect man. The main characters that need to be developed in the study of geography is the character of environmental concerning. To develop learning character-based environmental concern in teaching geography required figure of qualified teachers, i.e. teachers who have the ability to design and develop learning tools, in represented it, using a variety of models, Method, and media, as well as be able to formulate learning materials as well as develop the evaluation tools as outlined in the form of RPP. The study tried to consider on the ability of teachers of geography in preparation of lesson plans geography Environmental Concerning Character Based in SMAN 3 and SMA Pembangunan Laboratory UNP Padang.

Keywords: Competency, Geography Teacher, Lesson Plans, Environmental Concerning Character

Introduction

Education in Indonesia is organized by regulation No. 20 of 2003 about National Education System. Education is defined as a conscious and well planned effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills that he needs, society, nation and country. Furthermore, in provision 3 states that the national education system serves to develop the ability and build the character and civilization of the nation's dignity in the context of the intellectual life of the nation, and is aimed at developing students' potentials to become a man of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

That law instructs that education is not only form the Indonesia human become intelligent, but also in character, so that will be born generation of people who grew up with the characters identical with the noble values of the nation and religion. Therefore, character education needs to be done in any educational institution and must be held programmatically and systematically towards achieving national education goals. Character education can be provided in an integrated manner in the learning in each subject. Instructional material relating to the values in each subject should be developed and made explicit and related to the context of everyday life. Thus, learning the values of character is not only in the framework of cognitive but also touches on internalizing and experience real in the lives of young people every day in the community.

The values of the main character of a nation that can be used as a milestone in building the nation's character include: (1) value characters in relation with the God, (2) the character values in relation to oneself, (3) the character values in relation to each other, (4) the character value associated with the environment, (5) the value of nationality (Puskur, 2010). Operationally in the school, the main character value is realized in the achievement of 18 characters. One of the main characters in according to the provisions of the Curriculum Center are environmentally conscious character. Characters care for the environment in terms of attitude and action which seeks to prevent damage to the surrounding natural environment and develop measures to repair the environmental damage that has occurred.

Operationally at school, character education outlined in the formulation of core competencies (KI). Description of core competencies for education units High School include (1) appreciate and practice the teachings of his religion, (2) to live and practice the honest behavior, discipline, responsibility, concerning (gotong royong, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with social and natural environment as well as in placing itself as a reflection of the nation in the association world.

When observed, the mandate of competencies developed in the curriculum of 2003 for secondary education, particularly in high school / Madrasah Aliyah, the Geography Lesson has a role and strategic objectives in developing the values of the characters, especially the character of environmental concerning. This mandate can be

seen from the learning objectives of Geography in SMA / MA, namely that students have the ability to: (a) understand the patterns of spatial, environmental and territorial, as well as the processes associated with symptoms geosfera in the context of national and global, (b) hold the basic skills in obtaining data and information, applying knowledge of geography in everyday life, and communicate for the sake of the progress of the Indonesian nation, and (c) demonstrate a behavior to care for the environment and use natural resources in a appropriate and tolerant of cultural diversity of the nation.

The Statements about the role of geography in the broader environmental education can be seen from the following statement, in a subject-based school curriculum, geography is regarded as an important vehicle through which environmental education can be taught (IGU-CGE, 1992). Geography deals with human-environment relationships (Holloway, Rice & Valentine, 2003). The IGU-CGE recognizes the contribution of geography to environmental and development education in the International Charter on Geographical Education (IGU CGE, 1992). More recently, the IGU-CGE articulated and reaffirmed its commitment to support Education for Sustainable Development (ESD) implementation through geography education in a document entitled Lucerne Declaration on Geographical Education for ESD that the document Provides guidelines to geography educators on how geography education can incorporate ESD at all levels of education and in all regions of the world (in Dube, 2014: Reinfried, 2009).

Referring to the educational goals of both geographic and the commitment of the International Commission on Education Geography of the world, from the explanation above, it can be concluded that the purpose of education is to form students Geography Geographical knowledge, i.e. understanding the environmental systems, and the human and also the connection between human and environmental. The Education of Geography not only aims to improve the knowledge of students about the world and the development of skills, basic geography but also committed to develop the personality and attitude reinforcement for full participation in adult life and society. Even from the International Commission on Geography Education insisted that educators Geography has a very important role to provide environmental education and sustainable development at all levels and all regions of the world. Therefore, the learning process Geography should give serious consideration, planned, programmed and systematic environmental education that enables the formation of character care about the environment amongst learners.

Therefore, to study geography may be optimized also integrated to the characters concerning of the learning about the environment in every study that have been done, so that, the geography teacher should have a good ability for the preparation of funding the development of lesson plans, especially lesson plan. Strategically and important role of teaching geography in shaping the character concerned about the environment, the issues raised in this study is: How does character education environmental awareness held on the subjects of Geography in the school of Padang, who took the case in SMA N 3 and SMA Pembangunan Laboratory UNP Padang.

Method

The research is content analysis and study was conducted toward two teachers of Geography of character development care for the environment, i.e., one teacher of Geography in SMA Pembangunan Laboratory UNP Padang, and one teacher of Geography at SMA N 3 Kota Padang. Data collected through the analysis of documents, interviews and classroom observation. Analysis of documents used to analyze learning device (Plan Learning Program/lesson plans and teaching materials developed teacher. Then the observation is used to see the implementation of teaching and learning that teachers with lesson plans, particularly related to the development of the character concerned about the environment. Furthermore, in-depth interviews conducted to look at the process learning device fabrication and implementation of learning associated with the character of environmental care. Then, data on the implementation of learning the characters care about the environment in geography subjects in school were analyzed by adopting the formula of John. W Creswell (2009), and includes: (a) organize data for analysis based on its source, (b) to read all the data to get a general overview of data, (c) codification of data, (d) describe the data based on the results of codification, (e) presenting Data in the narrative, and (f) to interpret the data.

Results and Discussion

In this section we describe the research findings on the implementation of learning the characters concerning about the environment in geography subjects in SMAN 3 Padang and SMA Pembangunan Laboratory UNP, which is limited on lesson plan and learning implementation in geography associated with the development of environmentally conscious character.

The focus of this research on geography lesson plan is on learning device owned by teachers, especially Lesson Plan (RPP). RPP is a learning program that is made for a basic competency prepared for one or several meetings. Thus the RPP should contain the outline of what will be done by teachers and learners during the learning process, including the design task of what learner to do.

Therefore, the RPP should be prepared or designed and prepared by a teacher, though not always checked or monitored whether the RPP was already qualified or not. Every educator in the educational unit obliged to prepare lesson plans are completed and systematic so that learning takes place in an interactive, inspiring, fun, challenging,

efficient, motivating the students to actively participate and provide enough space for innovation, creativity and independence in accordance with their talents, interests and development of learners.

Based on the analysis of documents and interviews with two teachers at the High School of Geography and development of SMAN 3 Padang found that both the teacher already has a fairly complete learning tools, ranging from the analysis of competences, teaching materials and lesson plans. RPP owned by both geography teachers also have a formal legality which was signed by the Principal. RPP is always prepared at the beginning of the semester, before school started.

RPP possessed by teachers in general also includes the main components that must exist based on regulation of education minister No. 103 of 2014 on Standard Process. It is covered SK / KD SMA Pembangunan Laboratory UNP (in accordance with SBC) and KI / KD in SMAN 3 Kota Padang (Curriculum 2013). The next component is the indicator of achievement, learning objectives, content, teaching Method, procedures or steps of learning, as well as the media and evaluation.

Here are presented some important components developed in the lesson plan teachers possessed. First, it is an indicator. Indicators are behaviors (proof the measurable) must be formulated by a teacher who can give you an idea that the learners have achieved certain competencies includes attitudes, knowledge and skills. Indicators developed in accordance with the characteristics of learners, educational unit and the potential of the region.

Based on the analysis of documents being owned RPP teachers found that the indicators are formulated both teachers is limited according to the material and the elaboration of the material in the existing textbooks, and still at the level of cognition. The verb used operations also tend to level of basic education, as mentioned, and explain it. This means that the indicators are formulated still in the aspect of knowledge, and very few touches on the attitudes that can develop sensitivity and awareness of learners on a variety of actual symptoms that occur in the environment around them. Formulation of indicators contained in the second RPP geography teachers tend to be similar.

Second, learning objectives formulated two teachers, exactly the same with the formulation of indicators. In addition, the objectives that were defined are still limited to the aspects of knowledge and skills. That is, the lesson plan teachers have not been explicitly load character values that should be imparted to the students, including the character of care for the environment is the responsibility of teachers of geography.

The difference in the formulation of indicators and learning objectives developed in writing the phrase "after the learning process is expected learners are able to ..." for the purpose of learning, while the formulation of indicators did not use the phrase. This is because teachers understand the difference indicators and goals are in writing the sentence above, not on the substance of these two components. This means that the components of interest developed in the lesson plan teachers have not yet contain elements of interest as a whole.

Uno (2006) elaborated the elements of interest in the formula ABCD, that is, (a) the audience who said the learners include: audience, behavior, condition and degree (ABCD), Audience is mentioned learners participants for whom the goal is, such a unit educator, class and a certain semester, (b) behavior, which describes the ability or behavior students that expected, good attitude, knowledge and skills, after following certain learning, (c) condition that describe the materials and environmental requirements needed for the desired behavior can be achieved by learners optimally. Or how the desired behavior can be achieved by learners in learning, (d) degree or the criteria used were that the performance is acceptable; it can refer to the time criteria or material substance and measures.

Examples of the formulation of learning objectives geography in the context of character development concerning for the environment are: playing video and pictures accumulation of garbage in the riversides, the class X semester 2 can analyze the impact caused by landfills on ecosystems, the environment within 15 minutes.

Based on these studies and the above description can be concluded that that indicators and objectives learners that develop the geography teachers in both schools tend to be similar. From the discussion, it was revealed that the RPP teachers have more adopt RPP developed by Young teacher (PPG SM3-T) who do practice teaching in the school, so that the formulation of indicators and objectives that exist tend to be the same.

In opposite site with the learning steps, RPP possessed both a teacher of geography and already contains measures process skills in the form of approach to scientific (5M) in accordance with the provisions of the curriculum in 2013 includes the following activities: observing, ask, gather information, to associate and communicate. Learning steps as the spirit of learning also varies for both teachers, and for every existing learning by adopting various learning models recommended in the Curriculum 2013 as a model of learning inquiry, and problem based learning, although for syntax observe still homogeneous that asks learners to summarize material from textbooks and internet downloads on topic there. That is the main component of RPP possessed both already in accordance with the cutting-edge of the RPP, although in both schools surveyed did not apply the same curriculum. Curriculum applied in SMAN 3 Padang is the curriculum in 2013, while in high school Curriculum Development Laboratory UNP implement SBC. This is still applied in the SMA Pembangunan Laboratory UNP from interviews with teachers discovered the application of curriculum in schools under the provisions of the Education Office of Padang.

Differences in curriculum implementation are in some part of the scope of the subjects' geography. The scope of the material for the subjects of geography at SMA N 3 refers regulation of ministry No. 59 of 2014 on content standards for the transition, and now refers to Regulation of ministry latest No. 21 of 2016 on the Content Standards Primary and Secondary Education and Regulation of ministry No. 24 of 2016 on Core competence and Basic competency Curriculum Lesson In 2013 On Primary and Secondary Education. While the scope of the subject matter of

geography in high school UNP Development Laboratory still guided by the Ministerial Regulation No. 2006 on the Content Standards.

Based on learning steps as discussed above, in general it can be concluded that the lesson plan teachers have been working to engage learners in learning. There are some character values developed as mutual cooperation, appreciate your friends, and work processes developed toward the skills. From these measures are also geared towards knowledge geography learners are exactly the same in the textbooks. Most learners are asked to observe by reading textbooks and download from the Internet according to the topics discussed. And still minimal involvement of students to make observations on the environment around them.

Further assessment is billed in the RPP also still focus on aspects of knowledge, both for teachers and teachers implement the curriculum KTS has applied curriculum 2013. Sementara given task is relatively similar, the book summarizes the themes related to learning in the next week and browsing internet. Not to seem a task that directs learners to explore the phenomenon they discovered in relation to contemporary issues that occur in the field or around the residence and their schools. As the RPP on the theme of the biosphere, for example, teachers can assign the task of vegetation and animals that are around them as well as problems. Supposedly the task given to the students is concerned the problem on the theme that discussed.

Based on a review of some key components RPP held by teachers over and discussions with the teacher can be inferred about the ability of geography teachers in designing lesson plans based on the environment as follows, the teacher has not included explicitly the value of environmental concerning character in the RPP. This is because the character's values are closely associated with the formation of attitudes concerning environment for students are not disputed between the charged and not charged for report cards published in learners. Then, it indicates that has not had their demands about the clear guidance on how to load and enhances the value of the character in the RPP clearly and systematically. The dynamics of rules (rule of education ministry / education ministry) on the devices and the implementation of learning in school the last four years make teachers confusion in preparing a learning tool. It is also in the implementation of learning. This of course can affect exercising their learning in the classroom. In addition, there are still some parts that have not been understood by the RPP geography teacher as well, such as the formulation of indicators and learning objectives. In making lesson plans, teachers as well as more adopt the RPP are already there, so teachers are not accustomed and trained mainly in formulating indicators and better learning objectives.

Conclusion

The ability in the preparation of lesson plans for teachers is very vital. Only with good RPP, planned, programmed, and can run systematically to make the learning effectively and efficiently. Because the plan absolute requirement in any management activity. Without planning, the implementation of an activity will have difficulty even failure in achieving the desired objectives. Similarly, the character-based learning geography care environment, the geography teacher must have the ability to independently develop a learning plan. But in reality, the lesson plan teachers have more widely adopted than the existing RPP. This means that the teacher is not trained and not accustomed to make their lesson plans. Teachers also focus on aspects of knowledge, so that the formulation of indicators and learning objectives in attitude became ignorance aspects, including the character of environmental care. Forward to learning the geography of character-based care for the environment can be more effective and efficient, the teacher always remains given practice is continuous on RPP development especially in Formulate the indicators, learning objectives and develop learning steps. This activity can be done in the form of monthly activity in MGMPs geography subjects. Department of Education and other agencies relevant to the world of education need to hold competition or the Olympics in development RPP that have character in the form of agenda in yearly activities.

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