



# UNIVERSITAS NEGERI PADANG



**SCIENCE FOR EDUCATION**

## **GEOSPATIAL BASED COASTAL ECOTOURISM MANAGEMENT** *for Geography Teaching Material Development*

**Saturday, October 1<sup>st</sup>, 2016**

**Nan Tongga Ballroom, Basko Hotel  
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**FACULTY OF  
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# Tourism Based Geography Subject Learning to Form Environmental Care Behavior at Public High Schools in Belitung Regency, Bangka Belitung Islands Province, Indonesia

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## Abstract

The purposes of this research were 1) to analyze the plan (Lesson Plan) of tourism based Geography subject learning to shape environmental care behavior, 2) to discuss the implementation of Geography subject learning (the opening, core, and closing activities, model of learning, teaching Method and instructional media), and 3) to evaluate Geography subject learning (environmental care behavior) at SMA Negeri (Public High Schools) in Belitung Regency, Bangka Belitung Islands Province, Indonesia. This research was a qualitative research. The data were collected by observation, interview and documentation. The research instrument was the researcher herself. The data analysis in this research was done with Miles and Huberman models. The results show that environmental based learning has not yet appeared in monolithic but integrated with another activity which is the camp culture. The environmental care behavior is raised in a social environment with the learning model based on humanistic theory basing that learning is a process that starts from and leads to human. It is done through the example from the teachers, the school principals, and the older people.

**Keywords:** Geography Subject Learning, Tourism, Environmental Care Behavior

## Introduction

National education aims to develop the students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and a democratic and responsible citizen (the Ministry of National Education/MONE 2003). One form of noble character and responsibility is environmental care behavior. The formation of environmental care behavior needs to get serious attention, especially from educational institutions. Because of the good educational process, the formation of good behavior and environmental care behavior will be manifested. Among the environmental care behavior formation process is by learning Geography subject because it examines the nature, the environment and the people in that environment. This opinion is also in line with the Ministerial Regulation No. 22 of 2006 which states that Geography is the science to support the lifelong and to boost life. The scope of its study allows humans to obtain answers to the questions about the surrounding world that emphasizes on the spatial and ecological aspect of human existence (the Ministry of National Education/MONE 2006).

Geography is defined as the study of the spatial variation of how and why an object is different in one place compare to another place. According to the IGI (Association of Indonesia Geographers Seminar Workshop) in Semarang in 1988, it is stated that "Geography as the study of the similarities and differences of the geosphere phenomenon with the viewpoint of regional or spatial". The field study of Geography consists of the earth, the aspects and processes that shape the earth, the causal and spatial relationship between humans and the environment, as well as human interaction with the surrounding. As an integrative discipline, Geography combines physical dimension of the human dimension in the review with the existence and human life in space and the environment.

Geography is a science that makes nature and the environment as the media and learning resources. Various information about the areas potential that is important to know, is utilized, used, and developed for the benefit of the students in the future. Various models of learning can be developed by teachers in order to create a fun learning atmosphere so that learning objectives can be achieved, both learning that takes place in the classroom and outside the classroom.

According Pasya, bringing students to learn outside the classroom can be said as tourism based Geography subject learning method. Furthermore, Witherington (1982) states that by learning outside the classroom, students will face real life that is rich with things they can learn. The activity is not just a picnic, but it is to move the class outdoor. By using tourism based Geography subject learning Method, teachers can use the environment as the learning resource, which will strengthen the relationship between the school and the environment. Tourism based Geography subject learning method also can increase students' interest in learning. Furthermore, Winaryati (2015) states that the tourism based Geography subject learning method is intended for teachers to be creative in teaching and learning process by always linking it with local potentials in the region.

Tourism based Geography subject learning does not always take a long time, but it can be done in a relatively short time to take advantage of the school environment and the natural environment as the learning resources. Furthermore, Surakhmad (1982) states that learning outside the classroom provides many benefits, including: 1) Students can observe the diverse reality, 2) Students can live a new experience to try and participate in an activity, 3) Students can answer the questions or solve the problems as they see, hear, try and prove it themselves, 4) Students can obtain information by interviewing and observing, and 5) Students can learn in an integrated and comprehensive way.

Belitung is the regency with very attractive tourist resources, unique morfography, and the distinctive geomorfology process and community life. Therefore, it is possible to implement learning outside the classroom.

Learning that takes place outside the classroom by traveling will make the learning process fun. Students will not get bored because they can directly observe, do, and be creative outdoor. In addition, students can realize that they are part of nature and feel close to the environment. This condition will give birth to the love for the environment. Passion for the environment will be affected which will create environmental care behavior. Moreover, Geography subject is learning that examines the nature and the environment as a subject of study, both the symptoms and spatial distribution.

One of the areas with the destination and its tourism environment which is very attractive geographically and geomorphologically is Belitung that is located in the Bangka Belitung Islands Province. The educational vision is "available, affordable, equitable, quality, and national character of education services for all". The educational mission is to provide good quality education in the management and services for the public (the Department of Education Bangka Belitung Islands Province 2016). This means that education service in Belitung Regency is a top priority. However, based on the research on the National Examination for Geography in Belitung Regency, the result is relatively low which is 5.25. The learning environment in this area is very supportive to serve as interesting learning source of Geography subject learning. Therefore, the researcher decided it is important to do a research on Tourism Based Geography Subject Learning to Form Environmental Care Behavior at SMA Negeri (Public High Schools) in Belitung Regency, Bangka Belitung Islands Province, Indonesia.

### Method

This research was a qualitative research. One of the reasons for using qualitative research is because it can be used to discover and understand what is hidden behind the phenomena which is sometimes hard to be understood. By doing qualitative research, the data obtained are more complete, in-depth, credible and meaningful so that the research objectives can be achieved better. Miles and Huberman (1994) say that the research data presented in the form of words and not in a series of numbers. This research was conducted in SMA Negeri (Public High Schools) in Belitung Regency, Bangka Belitung Islands Province, Indonesia. The informants in this research were those who were considered to have the competence and information needed in form of opinions, thoughts, and judgments on SMA Negeri (Public High Schools) in Belitung Regency. The key informants in this research were the Geography teachers, the students, and the school principals. The data were obtained from observations, interviews by using the interview guidelines, and documentation by using the sources of non-human (non-human resources of information) such as document recording/record available (Faisal 1990). To avoid mistakes or errors in the data collected, the validity check was done which was based on the criterion of the degree of credibility with triangulation technique, perseverance observation, and peers checking (Moleong 2004:12). The data was reduced then presented in the form of a brief description or narration because the data of qualitative research are words. Furthermore, an in depth analysis of the data about tourism based Geography subject learning was done.

### Results and Discussion

The research about tourism based Geography subject learning was done in SMA Negeri (Public High Schools) in Belitung Regency, especially the SMA Negeri (Public High Schools) located in Tanjung Pandan Subdistrict which are SMA Negeri 1 Tanjung Pandan and SMA Negeri 2 Tanjung Pandan. The findings are as follows:

#### Lesson Plans

Based on the observations in both SMA Negeri (Public High Schools) which are the favourites for the people in the district and even from outside Tanjung Pandan Subdistrict, the formation of environmental care behavior in tourism based Geography subject learning are stated in the vision, mission and objectives of the schools. However, both schools refer more to increase social awareness and religious. The environmental care behavior value is already stated in the school mission such as in SMA Negeri 2 Tanjung Pandan. However, the implementation has not yet satisfying.

No	School	Vision	Mission
1	SMAN 1 Tanjung Pandan	The realization of Faithful, Devoted, Qualified, Independent, Creative, Democratic and Responsible Personnels and Graduates for Continuing to Higher Education Through the	a. Increasing the faith to God Almighty b. Instilling the on-time culture to the whole school community c. Instilling the shame culture if violating the rules d. Empowering the attitude and professionalism of teachers and staffs e. Having the same views and perceptions about the duties and obligations f. Mobilizing the kinship and togetherness in the climate of openness g. Improving the well-being, the responsibility of educators

		Improvement of Discipline and Professionalism Toward the Era of Globalization	<ul style="list-style-type: none"> <li>h. Handling the problems of students, teachers and staffs in wise, thoughtful, fast and precise ways</li> <li>i. Developing the potential of students, teachers and staffs</li> <li>j. Creating the conducive atmosphere of learning environment and conditions</li> <li>k. Establishing the good relationship among the school, the relevant agencies and society</li> <li>l. Accommodating the participation in the contest/competition in the field of education at the district, provincial, national or international level</li> </ul>
2	SMAN 2 Tanjung Pandan	Being An Excellence School in Science, Arts and Sports Ruled by the Disciplinary Based on Moral and Religious Values.	<ul style="list-style-type: none"> <li>a. Implementing the environment concept based school.</li> <li>b. Implementing the IMTAQ concept based school.</li> <li>c. Creating the conducive learning atmosphere.</li> <li>d. Improving the students' achievement in science, arts, and sports.</li> <li>e. Improving the academic civiti.</li> <li>f. Improving the transparency and accountability in all areas.</li> <li>g. Improving the quality and quantity of education services to all school citizens.</li> <li>h. Improving the discipline of students, teachers and staffs.</li> </ul>

The analysis of the Geography subject learning tools in both schools on the indicators and the learning objectives about the formation of environmental care behavior either in monolithic or integrated is not found. The Geography subject learning tools are compiled based on the government regulation and the applied curriculum such as lesson plans, syllabus and so forth. Judging from the condition of the schools, the complete infrastructure and facilities are relatively complete. However, if viewed from the arrangement of the physical environment of the schools such as school garden, it can be seen from the school activities which are set based on Adiwiyata. Therefore, the green environmental regulation is one program that is reflected in both schools.

### **Learning Implementation**

Based on the observation, the Geography subject learning implemented is in accordance with the required system which consists of the opening, the core, and the closing activity. In the opening activity, teachers as the facilitators in the learning give the instruction to the students to pray and apperception before the learning starts. This is consistent with the vision and mission of the schools which are increasing the faith to God Almighty, mobilizing the kinship and togetherness, and empowering the attitude and professionalism of teachers in preparing lessons. In the core and closing activity, the learning activities are done like other formal or conventional school such as the use of models and Method aimed to effective and conducive learning. However, environmental care behavior is not displayed in the learning environment. Based on the observations, the students indirectly give the influence on the Method and ways of the teachers used. It can be seen on how the students act and behave towards the environment. It is in accordance with the Regulation No. 22 of 2006 which says that the knowledge, skills and values obtained in Geography subject is expected to build the ability of students to behave, act smart, wise, and responsible in dealing with social, economic, and ecological problems.

The learning management is to bring up and establish the concern for the environment, in this case is social environment like greet and shake hands with older people also respect each other or strangers, which cannot be found in other schools. Based on the observations at one school on July 27, 2016, Widawati, a Geography teacher developed the potential of the students' attitude by giving greetings to the strangers who come to the school. Then the students followed and gave greetings, too. The same thing was done by Yati, a clerical employee, who did the same to the students. In accordance with these findings, modeling and imitation play role. Modeling can be interpreted as making something as an example or providing a model. Ernawati (2015) says that modeling can be done by 3S which are Start from yourself, Start from now, and the Start of the small things.

Related to the Geography subject instructional learning media, both schools have the facilities and infrastructure to support the learning. The instructional media of Geography subject are in good condition. They are the globes, maps, and earth imitations which are the result of students' project in learning in form of the earth folds, fault and volcano imitation. The learning is also supported by teaching materials obtained from textbooks and media technologies (internet) through the school wifi.

### **Evaluation of Learning**

The formation of environmental care behavior through travelling, using the environment or doing tourism activities as instructional learning media to support the learning is not seen and deliberately implemented yet. This happens because of the permission issue as stated by Hamzah (2009). Tourism based Geography subject learning activities need permission from several parties and the schools have not yet obtained permission to do it as explained by Widawati on July 27, 2016. In addition, the Geography teacher of SMA Negeri 1 Tanjung Pandan, Rozali, on July 28, 2016 described the constraint in applying tourism based Geography subject learning and planning which is because of the limited time. He cannot do it since he is the only Geography teacher in SMAN 2 Tanjung Pandan.

The formation of environmental care behavior through tourism based Geography subject learning, the teachers as the facilitators make use of school activities to apply theory learned in the classroom in the field like in the camp culture. Camp culture is the annual event in both schools to bring students to nature. In this activity, the Geography teachers show the relevance of the existing environment like material learned by the students in the classroom, and later the students make observations.

## Conclusion

Tourism based Geography subject learning has not yet appeared in monolithic but integrated with another activity in form of the camp culture. The environmental care behavior is raised in a social environment with the learning model based on humanistic theory basing that learning is a process that starts from and leads to human. It is done through the example from the teachers, the school principals, and the older people.

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# UNIVERSITAS NEGERI PADANG

SCIENCE FOR EDUCATION

## CERTIFICATES OF ATTENDANCE

Dr. ERNAWATI, M.Si

For Attending The Geography International Seminar, October 1<sup>st</sup> 2016

Program Magister (S-2) Pendidikan Geografi  
Fakultas Ilmu Sosial

**Geospatial Based Coastal Ecotourism Management  
for Geography Teaching Material Development**



REKTOR

PROF. GANEFRI, Ph.D

## EVENT SCHEDULE OF GEOGRAPHY INTERNATIONAL SEMINAR

NO	SPEAKER	COUNTRY	TITLE	TIME (WIB)
<b>RUANG UTAMA</b>				
1.	Rektor	Universitas Negeri Padang, INDONESIA	Opening	08.30-09.00
2.	Susi Pudjiastuti/KKP	Kementerian Perikanan dan Kelautan RI	Coastal and Marine Policy	09.00-10.30
3.	Safiah @ Yusmah Muhammad Yusoff, Ph.D	University of Malaya, MALAYSIA	Geospatial Based Coastal Ecotourism fo Geography Teaching Material Development	10.30-12.00
<b>RUANG I</b>				
4.	Victor PH Nikijuluw, Ph.D	CI Indonesia-Arlington Virginia, AMERICA	Coastal Resources Conservation in Indonesia: Issues, Policies, and Future Directions	13.30-15.00
5.	Daniel A Friess, Ph.D	Northern IRLANDIA-NUS SINGAPORE	Ecotourism as a Tool for Mangrove Conservation	15.00-16.30
<b>RUANG II</b>				
6.	Dr. Genius Umar, S.Sos, M.Si	Deputy Mayor Pariaman, INDONESIA	Coastal Ecotourism Development of Pariaman	13.30-14.30
7.	Dr. Asnil, SE, M.Si	Kementerian Dalam Negeri RI	Problematic, Opportunities and Challenges Budgeting in The Management of Coastal Budgets	14.30-15.30
8.	Dr. Dedi Hermon, MP	Universitas Negeri Padang, INDONESIA	Alternative Policies in The Development of Carbon Stock Changes Based Coastal Tourism in Belitung Regency, Bangka Belitung Island Province, Indonesia	15.30-16.30
<b>RUANG III</b>				
9.	Prof. Dr. Syafri Anwar, M.Pd	Universitas Negeri Padang, INDONESIA	The Mapping of Disaster Readiness of SSB (The Disaster Ready Schools in The Coastal Area of Padang City, Indonesia	13.30-14.30
10.	Dra. Yurni Suasti, M.Si	Universitas Negeri Padang, INDONESIA	Competence Geography Teachers in Preparation Lesson Planning Geography Environmental Concerning Character Based	14.30-15.30
11.	Nofrion, S.Pd, M.Si	Universitas Negeri Padang, INDONESIA	EXO-OLO Task: Enhancing The Quality of Geography Learning Based on Lesson Study	15.30-16.30
12.	Rahmi Novalita, S.Pd, M.Pd	Universitas Al Muslim Aceh, INDONESIA	The Model of Education for The Society with Tourism Awareness	16.30-17.30
<b>RUANG IV</b>				
13.	Dr. Khairani, M.Pd	Universitas Negeri Padang, INDONESIA	The Sustainability Education Responsive Environmental Pollution in Coastal Tourism Development in Belitung Regency, Indonesia	13.30-14.30
15.	Drs. Surtani, M.Pd	Universitas Negeri Padang, INDONESIA	Aplikasi Penilaian Potofolio pada Pembelajaran Geografi di Sekolah Menengah Atas	14.30-15.30
16.	Jamaris, S.Pd, MM	Universitas Negeri Padang, INDONESIA	Contribution of Teachers Competence, Role of Parents, School Culture, Interpersonal Communication Toward Behavior of Student at Senior Hight School in Padang Pariaman, Indonesia	15.30-16.30
17.	Sumanti, S.Pd, M.Pd	Universitas Al Muslim Aceh, INDONESIA	The Process of Determining Toward Poor Household in The District of Andalas Subdistrict Padang Timur, Indonesia	16.30-17.30

