

Evaluation of The Effectiveness of The Learning College Geography Fieldwork in Integrated Bachelor of Education of Geography University of Surabaya

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Abstract: *This research aimed to evaluate the effectiveness of the learning College geography fieldwork integrated learning characteristics which include lectures integrated geography fieldwork consisted of the preparation stage, the stage of implementation, and the post field, as well as the effectiveness of the learning College, integrated geography fieldwork consisted of the quality of learning, learning rates, incentives, and time. The study also used the CIPP evaluation model (Context, Input, Process, and Product) learning effectiveness evaluation related lectures integrated geography fieldwork. This research uses evaluative research designs with a descriptive quantitative approach. Technical data collection via the question form, and supported by observation, unstructured interviews, and documentation. The findings of this research show that: (1) have been fulfilled the learning College geography fieldwork is integrated into the category either. (2) the evaluation of the effectiveness of the learning College integrated geography fieldwork using model CIPP evaluation (Context, Input, Process, and Product) are less effective. Recommendations, namely: (1) it should have a default implementation which is understood all professors involved. (2) The head of study program, lecturer, field supervisor as the manager of integrated geography fieldwork learning should coordinate related learning planning.*

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I. Introduction

Study on the process of directing students to see, observe and understand something, so it can be retrieved in overall behavior change, the result of experience based on interaction with the surrounding environment. So that learning requires a process that became the basis for conducting the process of collecting or understanding the facts that exist in the study of information and the subject matter. In order to achieve the success of learning, lecturers must use appropriate learning resources so that the learning process is able to create an efficient and effective manner. Learning resources can support the learning process that is contextual with the invite learners to see the natural and social phenomena that exist in the surrounding environment. Contextual learning resource will be a means of learners understand concepts that exist when the learning process in the classroom.

With regard to learning geography that substance is the process of interaction with the natural environment of the learners as well as socially. Learners are expected to analyze the image of the phenomenon which occurred in the past to the present time that occurs in the environment. Study of learning geography not only focuses on the nature but also with regard to man and the relationship both to form a spatial integration in the area concerned. College geography fieldwork integrated learning method is one that can be used by lecturers of geography courses so that students are able to develop an analysis of the phenomenon directly on the object. College of integrated geography fieldwork conducted to provide spatial intelligence on learners, so it has the ability to be able to finish the geography approach believes the problem of managing the space Earth comprehensively and multidisciplinary.

The implementation college of integrated geography fieldwork should correspond to the needs and the factors that support so that it can create effective learning in order to achieve the goal of the curriculum is formulated. Therefore the required evaluation of the effectiveness college of integrated geography fieldwork, to know the extent to which the learning process supports learners get new information to enrich the experience so that is able to interpret a phenomenon based on the right approach.

Related on this research, the researchers conducted a study of the introduction by doing interviews on the S1 geography education student 2014 as many as six people who have been doing lectures Integrated

Geography fieldwork, by the way requesting material that was already described on such activities. Based on the interview, six of those students experiencing difficulty to explain or answer the material which became a reference for researchers, there is only one student who was able to explain the material back there, but that is considered attractive so not as a whole.

Therefore, this research will hopefully help the achievement of the aim and the learning outcomes of College geography fieldwork integrated with Undergraduate Course education of geography. The study entitled "Evaluation of The Effectiveness of The Learning College Geography Fieldwork in Integrated Bachelor of Education of Geography University of Surabaya".

II. Research Methods

This research uses evaluative research designs with a quantitative approach and uses descriptive analysis. The research design was chosen to evaluate the effectiveness of the learning College integrated geography fieldwork in Undergraduate Course Education of the Geography University of Surabaya. Further research using the CIPP evaluation model (Context, Input, Process, and Product), because the model is capable of evaluating the learning activities in a comprehensive manner that became a reference for measuring the effectiveness of learning.

In analyzing the question form the implementation of the learning College integrated geography fieldwork carried out quantitative-descriptive. The results obtained from the basic calculation of the Percentage scale of assessment ranges with Guttman 0 to 1, 1 to score represents the statement "yes" and a score of 0 represents a statement of "no". The technique of data analysis in this study uses the technique of quantitative data analysis-descriptive. Quantitative data from the now in the form of the figures analyzed into a T score. The problem in this study then each aspect is processed and presented in a descriptive form. The level of effectiveness of the learning College integrated geography fieldwork, conducted an analysis of the Context, Input, Processes, and Product through the analysis of Quadrant Glickman. Quality score on each aspect is positive and negative using a T score. If the T score > 50 is high or positive (+), while T = 50 is negative or low (-).

III. The Results of Research and The Discussion

The results of the descriptive statistics show that College learning integrated geography fieldwork in Undergraduate Course Education of Geography University of Surabaya views of the component Context, Input, Processes, and Product runs less effective. The following is a summary of the effectiveness of the components of the Context, Input, Processes, and Product learning College integrated geography fieldwork based on question form of students, lecturers, and field supervisor Chairman Undergraduate course education of geography:

Table 3.1 Summary of the results analysis effectiveness College Integrated Geography fieldwork learning Using Quadrant Glickman

| No | Component | Frequency | | | | Results | Information |
|----|-----------|-------------------|-------------------------|-------------------|-------------------------|---------|---|
| | | f (-) Absolute | f (-) Relatively (%) | f (+) Absolute | f (+) Relatively (%) | | |
| 1 | Context | 41 | 50,62 | 40 | 49,38 | - | (- + - -) Position III (Less effective) |
| 2 | Input | 32 | 39,51 | 49 | 60,49 | + | |
| 3 | Process | 50 | 61,73 | 31 | 38,27 | - | |
| 4 | Product | 55 | 68,22 | 26 | 32,10 | - | |

Source: Primary Data processed by Researchers, 2019

From the table, it can be concluded that the effectiveness of learning College Integrated Geography fieldwork in Undergraduate Course Education of Geography University of Surabaya based on component Context, Input, Processes, and Product is on Glickman quadrant III. The quadrant shows the results of that study Lectures Integrated Geography fieldwork in Undergraduate Course Education of Geography University of Surabaya entered in the category of less effective with the negative position of the CIPP negative-positive-negative-negative (-+--). The following is a discussion of each component of the effectiveness of the learning College Integrated Geography fieldwork in Undergraduate Course Education of Geography University of Surabaya:

a. Context

Evaluation indicators measured in the component Context that is the background to teaching and learning benefits of negative categories. The first indicator that is learning the background of negative categories with a comparison of the percentage of negative and positive 53.08% (43 respondents): 46.91% (38 respondents). The second indicator, namely the benefits of learning negative categories with a comparison of the

percentage of negative and positive 59.25% (48 respondents): 40.74% (33 respondents). The following comparison table presented the results of the question form the perception of students and lecturers component Context associated learning College Integrated Geography fieldwork:

Table 3.2 Comparison of the results perception question form student and lecturer Component Context Related College Integrated Geography Fieldwork Learning

| No | Statement | Component Context (Number of Respondents with Disagreeing Answers) | | | |
|-----------------|---|---|------|----|-------|
| | | LBP | % | MP | % |
| Student | | | | | |
| 1 | The location of the College Integrated Geography fieldwork has accordance with the concept of geography that must be mastered | 5 | 6,58 | | |
| 2 | College Integrated Geography Fieldwork Learning meets contextual aspects in the life | 3 | 3,95 | | |
| 3 | Geography learning content delivered through College Integrated Geography fieldwork is more easily understood than on learning in the classroom | | | 18 | 23,68 |
| 4 | College of integrated Geography fieldwork has not made students more motivated in learning | | | 24 | 31,58 |
| Lecturer | | | | | |
| 5 | Alternate location is required for College Integrated Geography Fieldwork Learning | 1 | 20 | | |
| 6 | Planning College Integrated Geography fieldwork has not been in accordance with the guidelines of outdoor class | 1 | 20 | | |
| 7 | College integrated Geography fieldwork has not made student motivated in learning | | | 2 | 40 |

Source: Primary Data processed by Researchers, 2019

Information:

LBP : Learning Background

MP : Benefits of Learning

b. Input

Evaluation indicators measured in the component Input, namely the condition of human resource categories of positive and negative categories of financing sources. The first indicator of human resource condition of positive categories with a comparison of the percentage of negative and positive 46.91% (38 respondents): 53.08% (43 respondents). The second indicator that is the source of financing categorized negative in comparison with the percentage of negative and positive 53.08% (43 respondents): 46.91% (38 respondents). The following comparison table presented the results of the question form the perception of students and lecturers a component Input related College Integrated Geography Fieldwork Learning:

Table 3.3 Comparison of the results perception question form student and lecturer Component Input Related Learning College Integrated Geography Fieldwork

| No | Statement | Component Input (Number of Respondents with Disagreeing Answers) | | | |
|-----------------|---|---|-------|----|-------|
| | | SDM | % | SP | % |
| Student | | | | | |
| 1 | The quantity of supervising lecture College Integrated Geography Fieldwork not sufficient to guide for learning | 43 | 56,58 | | |
| 2 | All supervising lecture College Integrated Geography Fieldwork can provide an understanding material clearly | 14 | 18,42 | | |
| 3 | All supervising lecture College Integrated Geography Fieldwork can provide guidance and motivation | 10 | 13,16 | | |
| 4 | The operational financing of College Integrated Geography Fieldwork Learning is too expensive | | | 13 | 17,10 |
| 5 | RBA Study Program financing College Integrated Geography Fieldwork is too small | | | 11 | 14,47 |
| Lecturer | | | | | |
| 6 | The quantity of supervising lecture College Integrated Geography Fieldwork has not been sufficient to guide | 1 | 20 | | |
| 7 | The operational financing of College Integrated | | | 4 | 80 |

| No | Statement | Component Input (Number of Respondents with Disagreeing Answers) | | | |
|----|--|--|---|----|----|
| | | SDM | % | SP | % |
| | Geography Fieldwork learning is too expensive | | | | |
| 8 | RBA Study Program financing College Integrated Geography Fieldwork is too small | | | 2 | 40 |

Source: Primary Data processed by Researchers, 2019

Information:

HR : Human Resources

SP : Funding Source

c. Processes

Evaluation indicators measured in the components of the processes that is the planning of learning, implementation, and assessment of learning, of learning, all three is negative. The first indicator that is planning the program categorized negatively in comparison with the percentage of negative and positive 71.60% (58 respondents): 28.39% (23 respondents). The second indicator, namely the implementation of the program categorized negatively with negative and positive percentage comparison 55.55% (45 respondents): 44.44% (36 respondents). The third indicator, namely the assessment program of the negative categories with a comparison of the percentage of negative and positive 70.37% (57 respondents): 29.62% (24 respondents). The following comparison table presented the results of the question form the perception of student and lecturer component processes related College Integrated Geography Fieldwork Learning:

Table 3.4 Comparison of the results perception question form student and Lecturer Processes Components related College Integrated Geography Fieldwork Learning

| No | Statement | Component Processes (Number of Respondents with Disagree Answer) | | | | | |
|-----------------|--|--|-------|----|-------|----|-------|
| | | P1 | % | P2 | % | P3 | % |
| Student | | | | | | | |
| 1 | Scenario College Integrated Geography Fieldwork Learning has been accordance with constructive learning | 6 | 7,89 | | | | |
| 2 | Implementation of pretest will be able to increase understanding of the material | 9 | 11,84 | | | | |
| 3 | The charging field instruments implemented each group in an orderly was able to increase understanding of the material | | | 12 | 15,79 | | |
| 4 | A series of learning activities (Description, identification of material space, discussion, presentation, daily report) will improve understanding of appropriate material | | | 45 | 59,21 | | |
| 5 | Time flexibility does not schedule may impact achievement of learning objectives | | | 65 | 84,21 | | |
| 6 | Lecturer assessment is ready an objective for each group of College Integrated Geography Fieldwork | | | | | 12 | 15,79 |
| 7 | Lecturer assessment is ready an objective for student of College Integrated Geography Fieldwork | | | | | 14 | 18,42 |
| Lecturer | | | | | | | |
| 8 | Student more active in College Integrated Geography Fieldwork Learning than lecturer | | | 2 | 40 | | |
| 9 | Time flexibility does not schedule may impact achievement of learning objectives | | | 3 | 60 | | |

Source: Primary Data processed by Researchers, 2019

Information:

P1 : Learning Planning

P2 : Implementation of Learning

P3 : Learning Assessment

d. Product

The indicators measured in the evaluation component of the product is the ability of end of knowledge and skills, both are negative. The first indicator of the ability of negative categories knowledge end with a comparison of the percentage of negative and positive 71.60% (58 respondents): 28.39% (23 respondents). The second indicator, namely the ability of negative categories skills end with a comparison of the percentage of negative and positive 71.60% (58 respondents): 28.39% (23 respondents). The following comparison table presented the results of the question form the perception of students and lecturers component product related College Integrated Geography Fieldwork Learning:

Table 3.5 Comparison of the results perception question form student and lecturer Component product related College Integrated Geography Fieldwork Learning

| No | Statement | Component Product (Number of Respondents with Disagree Answer) | | | |
|-----------------|--|---|-------|--------|-------|
| | | KA (P) | % | KA (K) | % |
| Student | | | | | |
| 1 | After college integrated geography fieldwork was capable of being explained back components for space and analysis geography through the posters in accordance with the learning | 14 | 18,42 | | |
| 2 | After college integrated geography fieldwork not skillfully weaves final report in accordance with the learning | | | 43 | 56,59 |
| 3 | After college integrated geography fieldwork skillfully create poster | | | 33 | 43,42 |
| Lecturer | | | | | |
| 4 | After college integrated geography fieldwork not skillfully weaves final report in accordance with the learning | | | 2 | 40 |

Source: Primary Data processed by Researchers, 2019

Information:

KA (P) : Final Ability (Knowledge)

KA (K) : Final Ability (Skill)

IV. Conclusion

Based on the formulation of the problem, research results and discussion related research results evaluation of the effectiveness college integrated geography fieldwork learning in Undergraduate Course Education of Geography University of Surabaya can be summed up as the following:

- 1) The characteristics of college integrated geography fieldwork learning based study results good categories. That is because of availability and implementation aspects preparation phase, implementation phase and post field. The supporting aspects, namely availability semester learning plans, product plan, worksheet, formula format creation reports and implementation of a supply, formation of group, direction for daily activities, description of material, filling instruments of observation, observation equipment use, guidance in discussion groups, group presentations, and collection of field instruments. But there are indeed aspects of availability and performance. These aspects, namely the availability guide book, reward as well as implementation pretest, individual reports, guidance for making posters and writing of the final report, final exams semester, and submission budget plan.
- 2) College integrated geography fieldwork learning component based Context, Input, Processes and Product fall into the category of less effective with position CIPP negative-positive-negative-negative (-+--). The components based context there are two basic components less well done, that is material geography delivered difficult understand and students haven't been motivated in learning. Based on component input there are two basic components implemented are less good, namely commitment lecturers to carry out learning in accordance with constructive learning and lecturers haven't been able to provide guidance and motivation to students. Based on components process there are seven basic components done less well is constructive learning scenario has not been done, pretest not done, series of learning activities has not been accordance with the semester learning plans, filling instruments learning process has not been able to increase understanding of the material, flexibility time does not fit schedule can influence achievement of learning objectives, assessment objective has not been done and student has not been active learning.

Based on the components of the product there are three basic components done less well, namely students haven't been able to do geography analysis in the form of writing and publication.

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