

Geography Learning Description Reviewed from Openness Personality Students of MAN I Medan

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ABSTRACT

The purpose of this study was to find out the description of geography learning in terms of the open personality of the students of MAN I Medan. This type of research is descriptive and quantitative. The sample in this study was the entire subject population, namely all 61 students consisting of two classes. The data collection technique was carried out by distributing a questionnaire (questionnaire) to respondents, which contained questions about the open personality of students and the geography learning experienced so far in the learning process. The descriptive percentage data analysis technique is intended to determine the status of variables, namely, to describe openness personality in geography learning. This study found that learning geography can put students in contact with their geographical environment to better understand modern processes and problems. The strongest openness personality of the MAN I Medan students is curiosity, while the lowest openness personality is smart and thinking. Curiosity is an action that always seeks to know deeper or wider than something learned, seen, and heard. Therefore, it is necessary to provide freedom by explaining the learning encyclopedia to develop and accommodate students' curiosity. This happens due to differences in all student's abilities and personalities. Personality and ability are dimensions of individual differences in the tendency to exhibit consistent patterns of thinking, feeling, and acting. The nature of the personality focuses on identifying, describing, and measuring individual differences and is also a behavioral and mental mark typical of individuals who refer to differences through feelings, emotions, actions, motivations, and behaviors.

INTRODUCTION

An indicator of quality education is students' acquisition of maximum learning outcomes (Zanita, 2018). The learning success of each student is not the same as some students experience problems in learning, as a result, the learning outcomes achieved are less than optimal, to overcome this, it is necessary to explore the factors that affect student learning outcomes (Bastari, 2019).

The purpose of education is to develop quality men. Achieving educational goals requires a learning process. The learning process is a process in which there is interaction or communication between

teachers and students marked by a reciprocal relationship between the two elements in the teaching and learning process to achieve learning goals.

In education in schools, learning activities are the most basic activities. This means that the success or failure of achieving goals depends a lot on how students and geography subjects experience the learning process. Based on (Regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006 concerning Content Standards for Primary and Secondary Education Units), if it is associated with these rules, the existence of geography learning in schools aims to make

students can be able to master and phenomena of spatial, environmental, and regional patterns and other interconnected geographical processes. Students can also adapt to the environment and use natural resources wisely to have a sense of tolerance for natural resources and society (Herianto & Ali, 2020).

In essence, geography learning activities provide opportunities for students to develop their cognitive, affective, and psychomotor development optimally. Geography is one of the subjects in high school separately, while in junior high school) as part of social science subjects (Suciani et al., 2021).

The study of the subject of Geography is intended so that humans, both as individuals and as nations, can understand the environment of the state and country of Indonesia and other nations in the world. Geography studies the geosphere, which is studied spatially, environmentally, and regionally. A spatial space consists of physical and social elements, forming a wider and more complex area (Rifai, 2022). At the same time, the environment is the physical and social elements that occur in mutual interrelation, interaction, and interdependence, forming a life chain. The territory is a space that will affect other areas with the same elements but has different properties.

Geography is a science to support life throughout life and encourages the improvement of life (Allik, 2004). The geography learning process needs to be related to skills and habits, in addition to understanding concepts (Hamidah & S. Palupi, 2012), stating that learning soft skills of responsibility and integrated discipline through patisserie practice has been able to improve and maintain responsible and disciplined Behavior as well as integrated soft skills learning This has proven to be effective in increasing the mastery of responsibility and discipline (Nurdiana et al, 2020).

However, problems or obstacles often arise in learning geography, such as student interest, openness, not understanding the

material, and inability to follow suitable material. Thus, many students face obstacles that can interfere with the smoothness of learning activities in achieving learning objectives (Abdurrahman, 2012). With the emergence of these obstacles, learning becomes less smooth. Likewise, students are less enthusiastic about exploring their geography knowledge.

From several points of view, Geography learning is developed in the curriculum and a Learning Program Plan to achieve the goals set. Thus, geography teaching materials should be discussed with teaching about the spatial aspects of the earth's surface, the whole phenomenon of nature, and human life with regional variations (Wirda et al., 2017).

Teaching includes the nature of geography taught in schools and adapted to the level of mental development of children at each level of education (Nofrion et al, 2018). In teaching geography to students, if the teacher still uses the old learning paradigm in the sense that communication in geography learning tends to take place in one direction generally from teacher to student, the teacher dominates education, then learning tends to be monotonous, resulting in students (students) feeling bored and tormented. Therefore, in teaching geography to students, teachers should prefer a variety of approaches, strategies, and methods that are appropriate to the situation so that the planned learning objectives will be achieved (Alfi et al.,2016).

It should be noted that whether a learning model is chosen will depend on the learning objectives, suitability with learning materials, the level of development of students (students), and the ability of teachers to manage to learn and optimize existing learning resources (Iskandar et al., 2018). What happens in the field, teachers who use expository learning models give too much direction and ignore one important step, namely attracting students' attention by explaining the benefits of information contained in the material being studied so that the data is more useful in everyday life (Manik, 2017).

These problems were also found in one of the top middle schools in Medan, namely Madrasah Aliyah Negeri I, Medan City. Concerns in learning geography at Madrasah Aliyah Negeri I Medan City are feared, and students' understanding of geography is still relatively low. Several pieces of information obtained from students said that the lesson was not interesting and boring. In addition, students assessed that the teacher of geography lessons had not optimally met expectations in introducing geographical phenomena or objects to students, both on a global and local scale, which caused the low value of students' geography learning. It is characterized by a lack of understanding of students about geography learning (Nurwahida, 2018). One effort to solve this is to measure the interest and openness to students' abilities (openness personality. Personality is one of the factors mentioned that can influence dependency behavior (Bianchi & Phillips, 2005). The big five factors are five basic personality factors that were developed based on factor analysis from the words used by people to describe personality (Cloninger, 2012). The big five factors portray nature: Agreeableness, Openness, Conscientiousness, Extraversion, and Neuroticism (Tresnawati, 2016). Researchers want to see Openness students in learning geography among the five factors in these big five factors. People with high openness personality factors like to find out and are very open to new experiences (Ryckman, 2008).

In line with the Big Five theory, one of the approaches used to see human personality through traits arranged in five personality dimensions that have been formed using factor analysis (Costa & McCrae, 2003) divides the five characteristics into five personality dimensions. Through this research, a descriptive measurement can be carried out to photograph the phenomenon of the open personality of students in the classroom, especially in the subject of geography. Trait to see someone's interest in new, innovative,

imaginative things and likes to do different things (Widyasari, 2017).

Based on this phenomenon, geography learning substantially requires a process or adjustment so that students become interested in their learning. However, what can be immediately followed up is a technical one. Technical matters, in this case, include the teacher, students, and infrastructure. Therefore, this phenomenon is very important to be followed up with the title "Description of Geography Learning in terms of the personal openness of the students of Madrasah Aliyah Negeri I Medan.

RESEARCH METHODS

The research method is quantitative research based on the philosophy of positivism, used to research a particular population or sample, sampling technique samples are generally done randomly, data collection using research instruments, and data analysis is quantitative (Riduan, 2012). This type of research is descriptive and quantitative to investigate conditions, circumstances of forms, activities, characteristics, changes, relationships, similarities, and differences (Cresswell, 2010).

This descriptive study also aims to see a systematic picture of the facts and characteristics of the object or subject being studied are accurate. In the end, knowing the value of the independent variable, either one or more (independent) variables, without making comparisons or connecting with other variables.

Judging the number of population units (total sampling) is limited in number, so no sampling is done. The sample in this study was the entire subject population, namely all 61 students consisting of two classes. This is by considering determining the model as stated by (Arikunto, 2006) if the subject is less than 100, then it is better to take all so that the research is a population study.

Data collection techniques were carried out by distributing questionnaires (questionnaires) to respondents, which contained questions about the open personality of students and learning geography experienced so far in the learning process. This questionnaire is assumed to be answered by respondents honestly. The research used the Gutman scale to measure the description of students' interest and openness toward geography learning (Arikunto, 2012).

The data analysis technique is done by calculating the score of answers from the statements that have been answered by the respondents, where the scoring is based on the provisions (Sugiyono, 2011). The scale score used is Yes = 1, No = 0.

The researcher presents the results of the measurement of research data in quantitative data, which will be calculated using a percentage descriptive technique. The descriptive percentage data analysis technique is intended to determine the status of variables, namely, to describe openness personality in geography learning. The steps are 1) calculating the respondent's value and each aspect or sub-variable, 2) recapitulating the value, 3) calculating the average value, and 4) calculating the percentage with the formula (Riduwan, 2011).

$$P = n/f \times 100\% \tag{1}$$

Information:

P : Percentage Number

f : The number of frequencies of each answer that has become the respondent's choice
 n : The number of frequencies or the number of individuals

The illustrative percentage calculation is then interpreted into sentences to determine the descriptive percentage obtained by each indicator in the variable. Furthermore, the descriptive percentage results are interpreted as follows.

Table. 1 Criteria for Descriptive Analysis Percentage

No.	Percentage	Criteria
1.	81.25% 100%	Very good
2.	62.50% 81.24%	Well
3.	43.75 62.40%	Not good
4.	25% 43.74%	Not good

RESULTS AND DISCUSSION

Overview of Research Findings

Primary data in this study were obtained through a scaling instrument conducted on students. To maintain representativeness, sampling was carried out from student representation. In the first stage, two classes were determined to be used as samples by considering the scope of the research to be in MAN I Medan City. In the second stage, 61 students who came from representatives of class IX were randomly selected in the participating schools. The principal gave permission and approval to conduct this research. Data was collected using the Gutman scale measuring openness (Feist et al., 2017).

Table. 2. Description of Student Personality in Learning Geography

No	Indicator	Amount	Percentage
1.	As is and with a new idea	26	42.62%
2.	Want to know	56	91.8%
3.	Smart and thinker	15	24.59%
4.	Like to fantasize	45	73.77%
5.	Find new ideas	26	42.62%
6.	Love art and experience geography	45	73.77%
7.	Likes to analyze and play with ideas	36	62.3%

Based on the table describes the number of students who have the answer as it is and with as it is and full of new ideas in the learning process of geography; as many as 26 students (42.62%) are curious about many things related to geography as many as 56 students (91.8%), smart and thinkers about learning geography as many as 15 students (24.59%), likes to

fantasize about the process of the formation of the earth as much as 73.77%, wants to find new ideas in the learning process of geography as many as 26 students (42.62%), likes art and beautiful experiences related to the territory as many as 45 students (73.77%) and likes to analyze and play with new ideas 62.3%. More details can be seen in Figure 1 below.

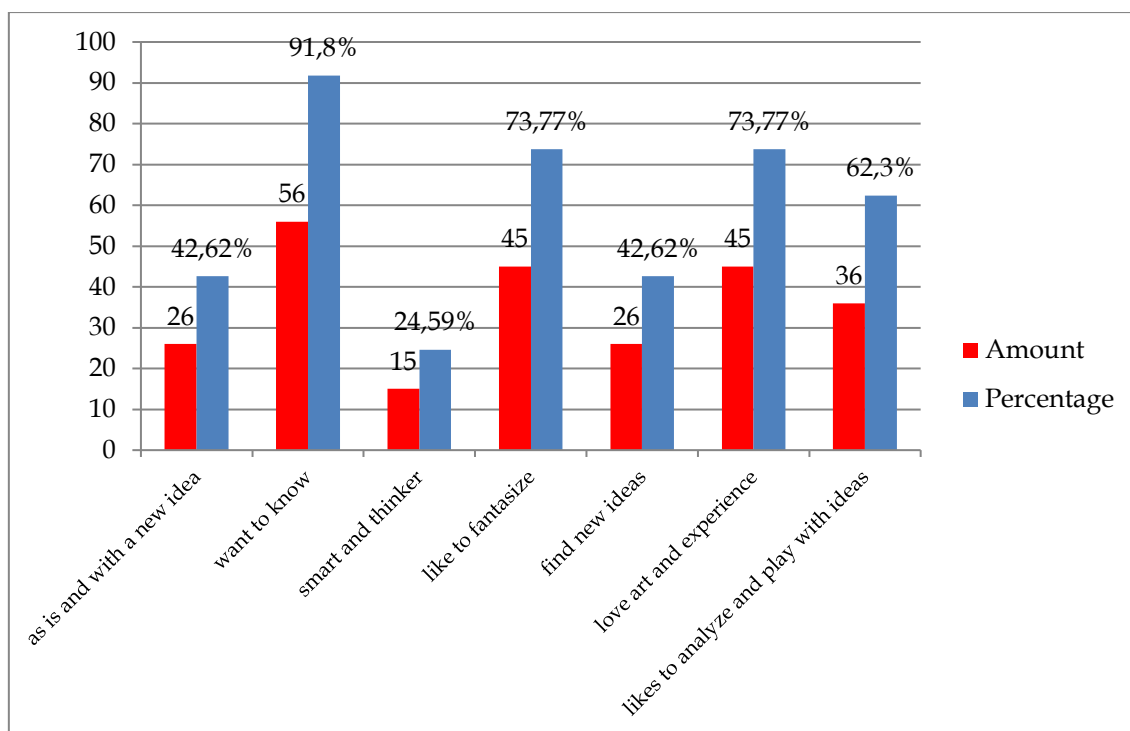


Figure 1. Diagram description of student personality in learning geography research findings

When viewed from the openness personality indicators of students in learning geography, the highest are students who have a sense of belonging curious about many things related to geography, as many as 56 students (91.8%) while the lowest openness personality is with smart indicators and thinkers about learning geography as many as 15 students (24.59%).

Openness is characterized by easy tolerance, the capacity to absorb information, being very focused, and being alert to various feelings, thoughts, and impulsivity. Someone with a high level of openness is described as someone with the value of imagination. While someone with a low level of transparency has a common value of cleanliness, compliance, and safety,

then a low openness score also describes a person with narrow thinking, is conservative, and does not like change. Openness is how a person is willing to adjust to a new idea or situation. Exposure is characterized by easy tolerance, the capacity to absorb information, being very focused, and being alert to various feelings, thoughts, and impulsivity.

The number of students who have an open personality with indicators of curiosity about many things related to geography is because they like the explanation from the geography teacher who explains each subject with the practice of learning media to create interest. Not only that, but the teacher also gives students the freedom to look for ideas and respond to the questions given

(Alfi et al., 2016) for example, the teacher shows a media map, then the students respond with questions about how the world was formed, which part of Indonesia is on the continent.

In line with the theory (Daryanto and Darmiatun, 2013), curiosity is an action that always seeks to know more deeply or broadly than something learned, seen, and heard. Therefore, to develop and accommodate students' curiosity, it is necessary to provide freedom by explaining the learning encyclopedia (Widyasari et al., 2017). Not all students have great curiosity because it arises from within a person to receive new information depending on the student's personality (Beng & Muthueloo, 2020).

Personality is a dimension of individual differences in the tendency to exhibit consistent patterns of thinking, feeling, and acting (Stephanie & Pristinella, 2014). That means personality describes as characteristics different from those found in people that influence actions, ideas, thoughts, etc. The nature of the personality focuses on identifying, defining, and measuring individual differences and is also a behavioral and mental mark typical of individuals who refer to differences through feelings, emotions, actions, motivations, and behaviors. Personality is defined by (Ryckman, 2008) as a dynamic and organized set of characteristics possessed by a person that uniquely influences his cognition, motivation, and Behavior in various situations. Personality is related to individual differences and shapes how a person acts, thinks, and feels. Because of the relatively stable and enduring organization of an individual's character, temperament, body, and intellectual personality are the main determinants of a person's adjustment to the environment (Eysenck, 2013).

According to (Atkinson, 1996), recognizing the way of interacting with the physical and social environment. It can also be labeled as a specific pattern of thoughts, feelings, and behaviors. Although personality is one of the most comprehensive concepts, researchers and

psychologists have built a consensus. Therefore, a geography teacher must place humans in their geographic environment to better understand modern processes and problems. This can be related to constructivism, a theory based on the attitude that knowledge comes from students' interactions in the real world with socio-cultural contexts (Larasati, 2017). Students with the lowest openness personality with the indicator smart and thinkers about learning geography as many as 15 students (24.59%). This condition occurs because not all students, like geography, can remember information, collect information, and re-explain an explanation from the teacher.

A common problem in Geography is that it is based on memorization, making some concepts in Geography difficult for students to understand. At the same time, students' needs are real examples that can be shown by playing videos or pictures. This dive geography learning orientation carried out by teachers is focused on passing students in the national exam. So that the understanding of the open personality of students is neglected. In addition, learning geography is also still often dominated by teachers. This has an impact on the decreased understanding of students' curiosity. This condition requires teaching to improve the performance of concepts and character education by improving the learning model used.

CONCLUSION

The geography learning process provides opportunities for students to develop optimally. Learning geography can connect students to their geographic environment to better understand modern processes and problems. The strongest openness personality of MAN I Medan model students is curiosity, while the lowest openness personality is smart and thinker. This happens due to differences in students' abilities and personalities. Personality is a factor that is quite important for a student's success in the learning process. And this personality determines whether the student

becomes a good student or vice versa. Students who have bad personalities, for example, are often late for class, are less active in the learning process, sleep when the teacher delivers the material, and usually have poor learning achievement

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