



Students' Perceptions of Geography Teacher Learning Strategies in Distance Education

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Abstract: This study aims to determine students' perception of geography teacher learning strategy during the COVID-19 pandemic at SMA Negeri 1 Wonosari Klaten. This study uses a quantitative type with a correlation research design. This study showed that in the facilitator indicators, according to students, geography teachers provide facilities and ease in the teaching and learning process. The highest percentage agrees with 44% and creates an atmosphere of practical learning activities. The highest percentage agree with 31%. According to students' geography, teachers carry out learning activities on the information indicator, the highest percentage agrees with 37%, and the source of information on academic activities for students, the highest percentage agrees with 37%. According to students with geography teachers manage academic activities on the organiser indicator, the highest percentage agree at 19%, and the syllabus with the highest percentage of lesson schedule agree at 39%. On the mediator indicator, according to students' geography, teachers lead student discussion activities with the highest percentage at 35%, and the arbiter in student discussion activities with the highest percentage at 36%. On motivator indicators, according to students' geography, teachers boost students' potential

with the highest percentage agreeing at 39% and increase student creativity with 46%. On the initiator indicator, according to the geography teacher, students are the originators of creative ideas in the learning process, and the highest percentage agreed with 38% and had the initiative of using online learning media; the highest percentage agreed with 38%. On the transmitter indicator, according to students' geography, teachers act as the highest percentage of education policy spreaders who agree with 35% and provide knowledgeable information to students. The highest percentage agree at 38%. In evaluator indicators, according to students' geography, teachers rate students in academic fields with the highest percentage at 33% and rate social behaviour as a determinant of student achievement success in learning activities with the highest percentage at 36%. Given the importance of online learning strategies, teachers are expected to develop learning strategies through educational technology.

Keywords: Covid-19, Geography, Learning Outcomes, Learning Strategies

Introduction

The novel coronavirus disease 2019 (COVID-19) pandemic is currently affecting the world. Covid-19 is spreading across the globe and impacts vital sectors of life. COVID-19 is a virus presently sweeping worldwide; even the event has been declared a global pandemic (Cucinotta & Vanelli, 2020). This requires all activities to be carried out at home to break the chain of the spread of this virus. This incident caused all activities in various fields to be

hampered, one of them being education. One of the COVID-19 pandemic impacts is on education by closing schools, madrasas, and universities (Setiawan, 2020).

The condition requires educational institutions to innovate in the learning process. One of these innovations can be implemented by an online learning system. According to UNESCO (2020) Learning is recommended to be done remotely and open up an educational platform that can be used broadly. Online learning can be done with various digital platforms, such as Zoom, Google Meet, Google Classroom, WhatsApp group, Schoology, etc. The application supports the learning process conducted online.

The COVID-19 pandemic has affected all levels of education worldwide; of course, it is also influential in Indonesia, so online learning must be applied to support the learning process. Through the Ministry of Education and Culture, the government advises not to conduct teaching and learning activities face-to-face (conventional) and to organize online learning (Circular Letter of the Ministry of Education and Higher Education No. 4 of 2020). Teaching and learning activities are encouraged to organize learning online or online (Firman & Rahayu, 2020). One school that has implemented online learning is SMA Negeri 1 Wonosari Klaten.

SMA Negeri 1 Wonosari Klaten is a school with mathematics and natural sciences (MIPA) and social sciences (IPS) class programs. One of the subjects in the IPS class is geography. Geography is a science that studies the similarities and differences in geosphere phenomena from the point of view of the environment, territory, and space (Sholeh, 2007). Geography learning is taught with several strategies, such as field trips, field practice, reading, and map-making (Lambrinos & Bibou, 2006). Learning strategies are generally carried out face-to-face, but the learning process requires adjustment due to changes in online learning strategies. Therefore, teachers and schools are essential in developing appropriate learning strategies.

Strategy is an ordinance of an effort in the learning process between teachers and students to achieve a goal (Sabri, 2005). According to Firmansyah (2015), Learning strategies are a series of activities that have been designed to achieve educational goals. Strategy is vital for the ongoing teaching and learning process. Teachers usually create learning strategies to make it easier for students to absorb the information that has been taught. The learning process places students as objects and subjects that can express perceptions of understanding in learning (Hendriana, 2014). So, the importance of students' perceptions can affect learning.

Perception is entering information or messages into the human mind towards the surrounding environment (Slameto, 2010). According to Thoha (2009), Perception is a cognitive process experienced by humans to understand any information related to environmental conditions using every human sense. Students are human beings trying to

develop their potential through learning activities at the formal and informal education levels. Student perception is a response received by students directly or indirectly to formal and informal education information. Each school implementing online learning has different strategies, so each student's perception is related to other online learning strategies.

These differences encourage students to respond to online learning. Quoted online news portals stated that online learning activities are more complex than conventional learning activities because of the gap between policy design and online learning operations. Hence, teachers must be creative in implementing learning strategies to make online learning more exciting and motivate students (Adit, 2020). In line with the problem, this study aims to determine students' perceptions of online learning strategies during the COVID-19 pandemic at SMA Negeri 1 Wonosari Klaten.

Methodology

This study uses quantitative research. Quantitative data is processed to recapitulate students' perceptions of geography teachers' online learning strategies. This research was conducted at SMA Negeri 1 Wonosari Klaten because it is one of the schools implementing online learning during the COVID-19 pandemic in the Klaten Regency.

The population in this study was grade XI students at SMA Negeri 1 Wonosari Klaten, which amounted to 360 students. According to Arikunto (2010), if the population is less than 100, then it can be taken in its entirety, whereas if the population is more than 100, it can be sampled 10% - 15% or 20% - 25%. This study used a 10% sample, as it minimized errors in sampling. The population of 360 students obtained a selection of 10% of the 36 students used in this study. The sampling technique used is purposive sampling because the sample of 36 students came from one class, namely Class XI IPS 2, with the most excellent learning outcomes during online learning.

The data collection instruments used in this study are questionnaires, observations, and documentation. The dissemination of questionnaire instruments is done using Google Forms because, during the COVID-19 pandemic, it is constrained to collect data directly in the field or school. The Google Form questionnaire is disseminated by sharing the link with students through WhatsApp Group. The observation instrument used in this study aims to observe the condition of the school and the supporting aspects of online learning. The documentation instrument contained in this study is the results of students studying geography subjects for one semester.

The data analysis technique used is descriptive statistical analysis. Descriptive statistics describe the data of research samples taken. The data is processed using

descriptive statistics to recapitulate students' perceptions of the geography teacher's online learning strategy.

Result and Discussion

The strategy implemented by geography teachers at SMA Negeri 1 Wonosari Klaten in the face of the COVID-19 pandemic is categorized into eight indicators. The indicators include facilitators, information, organizers, mediators, motivators, initiators, transmitters, and evaluators. Here is the strategy of geography teachers at SMA Negeri 1 Wonosari Klaten in dealing with the COVID-19 pandemic.

1. Students' Perception of Geography Teacher Strategies as Facilitators in Online Learning

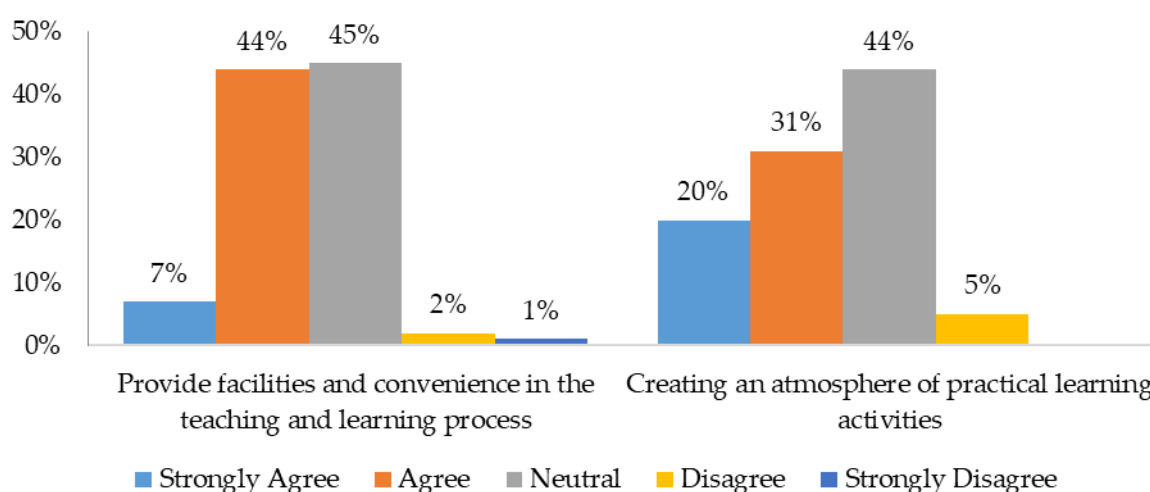


Figure 1. Students' Perception of Geography Teacher Strategies as Facilitators in Online Learning

The parameters of students' perception of geography teacher strategies as facilitators in online learning are two indicators. The first indicator is providing facilities and ease in teaching and learning. In the first indicator obtained, the student's overall answer was that the student agreed and strongly agreed when compared to disagreeing and strongly disagreeing. That percentage is 44% agree, 7% strongly agree, 2% disagree, and 1% strongly disagree. The second indicator is to create an atmosphere of practical learning activities. In the second indicator obtained the student's overall answer, the student replied agree and strongly agree when compared to disagreeing and strongly disagreeing. That percentage is 31% agree, 20% strongly agree, and 5% disagree.

Based on Figure 1, geography teachers at SMA Negeri 1 Wonosari Klaten always provide facilities and convenience in the teaching and learning process during online learning. This is evidenced by the answers of students who are more dominant in answering

agree and strongly agree rather than disagreeing and strongly disagreeing. This policy makes it easier for students to follow the online learning process during the COVID-19 pandemic. This is in line with the research conducted by Anugrahana (2020), which states that during online learning, teachers facilitate students in learning activities to support online learning by providing classroom libraries, modules, textbooks, and internet connections.

Geography teachers at SMA Negeri 1 Wonosari Klaten also create an atmosphere of practical learning activities. The dominant students answer that they agree and strongly agree rather than disagree, so geography teachers always create an atmosphere of practical learning activities. This can encourage students to focus more on the material so that the teacher's delivery is easier to understand.

2. Student Parameters to Geography Teacher Strategy as Informator in Online Learning

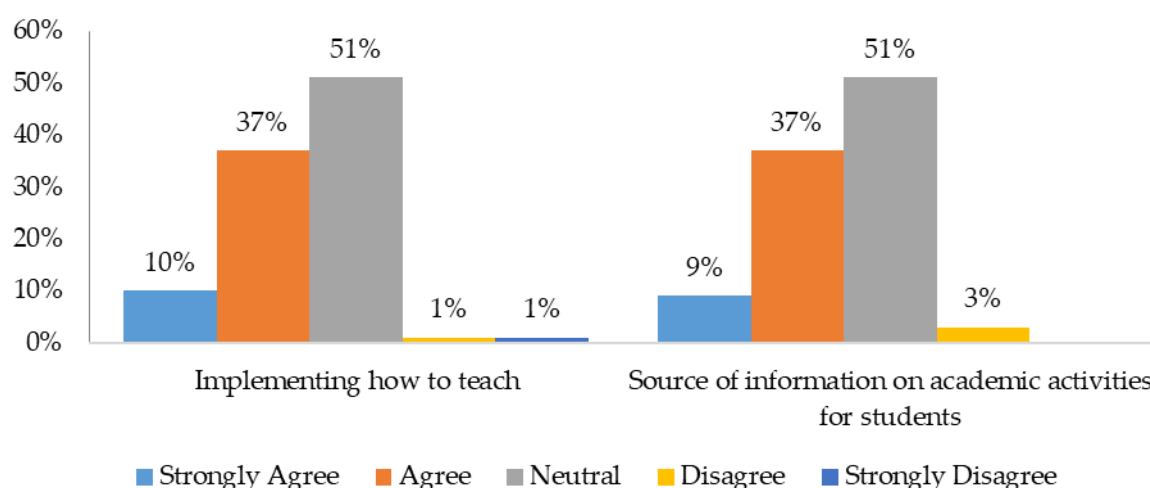


Figure 2. Student Parameters to Geography Teacher Strategy as An Informator in Online Learning

The parameters of students' perception of geography teacher strategies as informants in online learning are two indicators. The first indicator is the implementer of the teaching method. In the first indicator obtained, the student's overall answer was that the student agreed and strongly agreed when compared to disagreeing and strongly disagreeing. The percentage was 37% agreed and 10% strongly agreed, while 1% disagreed and 1% strongly disagreed. The second indicator is the source of information on academic activities for students. In the second indicator obtained the student's overall answer, the student replied agree and strongly agree when compared to disagreeing and strongly disagreeing. That percentage, 37%, agree, 9% strongly agree, and 3% disagree.

Based on Figure 2, geography teachers at SMA Negeri 1 Wonosari Klaten continue their duties as teachers during online learning during the COVID-19 pandemic. This is

evidenced by the dominant student answering agree and strongly agree rather than disagree and strongly disagree, which means that the geography teacher continues to do his duty to teach. Geography teachers are informants in implementing teaching methods to educate students, even amid the COVID-19 pandemic.

The geography teacher at SMA Negeri 1 Wonosari Klaten is also a source of information in academic activities for students. Students respond to the policy by agreeing and strongly agreeing if they disagree, so geography teachers always provide information on educational activities for students, even during a COVID-19 pandemic. Information on these activities is provided online due to limited conditions for face-to-face. This is in line with the research conducted by Sardiman (2004), in addition to providing lesson materials, teachers always provide information on academic activities for students.

3. Student Parameters to Geography Teacher Strategy as An Organizer in Online Learning

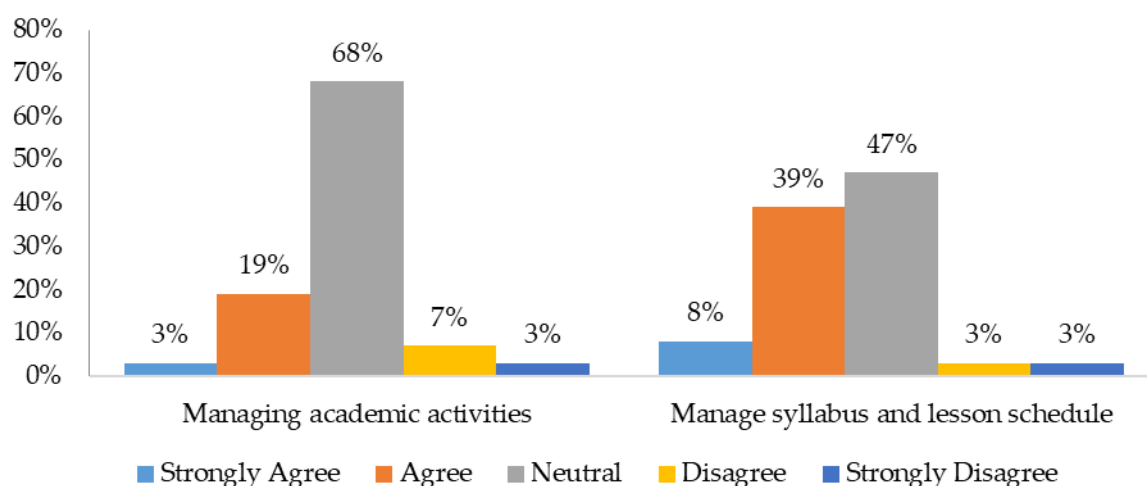


Figure 3. Student Parameters to Geography Teacher Strategy as An Organizer in Online Learning

The parameters of students towards the strategy of geography teachers as organizers in online learning are two indicators. The first indicator is managing academic activities. In the first indicator obtained, the student's overall answer was that the student agreed and strongly agreed when compared to disagreeing and strongly disagreeing. The percentage was 19% agreed and 3% strongly agreed, while 7% disagreed and 3% strongly disagreed. The second indicator is managing the syllabus and lesson schedule. In the second indicator obtained the student's overall answer, the student replied agree and strongly agree when compared to disagreeing and strongly disagreeing. The percentage was 39% agreed and 8% strongly agreed, while 3% disagreed and 3% strongly disagreed.

Based on Figure 3, geography teachers at SMA Negeri 1 Wonosari Klaten provide information on academic activities and manage them. The statement is supported by the answers of students who agree and strongly agree rather than disagree and strongly disagree. Geography teachers continue to manage academic activities, such as assessing students during online learning.

Geography teachers at SMA Negeri 1 Wonosari Klaten also continue to manage the syllabus and lesson schedule. Students agreed and strongly agreed with the policy, which meant that geography teachers continued to carry out the activity. The syllabus and lesson schedule provide convenience for teachers and students in managing learning activities during the COVID-19 pandemic. This aligns with the research conducted by Sardiman (2004), which states that teachers also have assignments such as academic managers, syllabi, workshops, lesson schedules, etc.

4. Student Parameters to Geography Teacher Strategy as Mediator in Online Learning

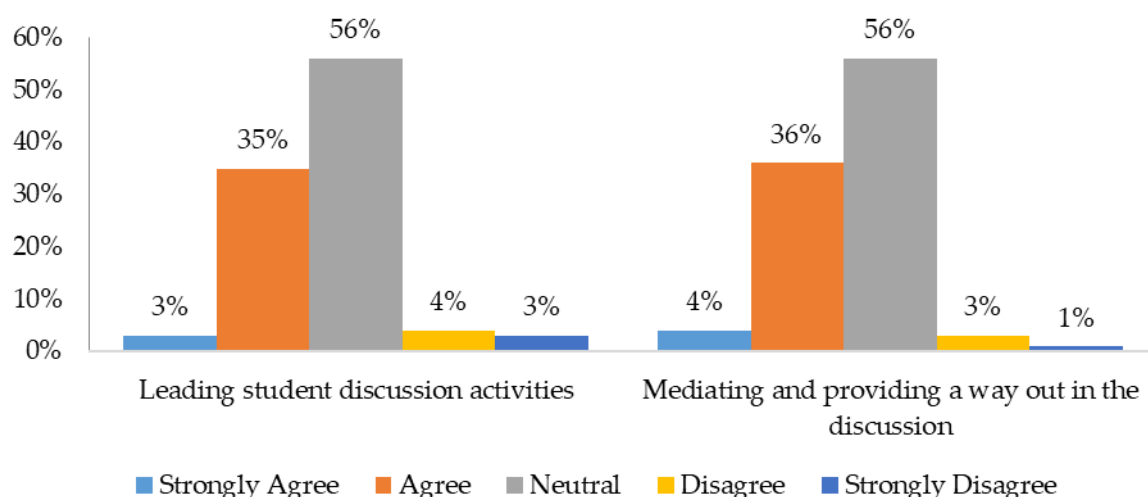


Figure 4. Student Parameters to Geography Teacher Strategy as Mediator in Online Learning

The parameters of students towards the strategy of geography teachers as mediators in online learning are two indicators. The first indicator is to lead student discussion activities. In the first indicator obtained, the student's overall answer was that the student agreed and strongly agreed when compared to disagreeing and strongly disagreeing. The percentage was 35% agreed, 3% strongly agreed, 4% disagreed, and 3% strongly disagreed. The second indicator is the mediator, giving way out in student discussion activities. In the second indicator obtained the student's overall answer, the student replied agree and strongly agree when compared to disagreeing and strongly disagreeing. The percentage was 36% agreed, 4% strongly agreed, 3% disagreed, and 1% strongly disagreed.

Based on Figure 4, geography teachers at SMA Negeri 1 Wonosari Klaten always lead student discussion activities in online learning. Students' answers, which choose to agree and strongly agree rather than disagree and strongly disagree, evidence this. Geography teachers continue to lead student discussion activities during online learning to create more active and structured learning.

The geography teacher in the discussion activity is also an intermediary and gives way out in the discussion activities. Students justify the policy with agreed and overwhelmingly agreed rather than disagreed and strongly disagreed. The role of the teacher as an intermediary is to give way out if, in a discussion, there are a variety of questions that students can not answer correctly then the geography teacher responds to the problem and gives input to solve the problem. This is in line with the research conducted by Sardiman (2004) To create a good discussion, the teacher can act as an intermediary or provide a way out or a solution.

5. Student Parameters to Geography Teacher Strategy as Motivator in Online Learning

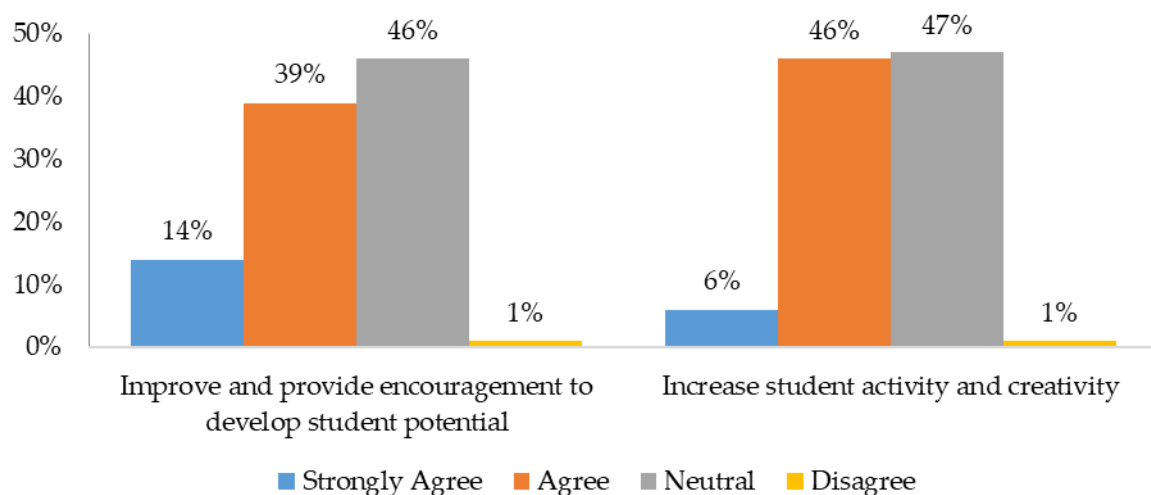


Figure 5. Student Parameters to Geography Teacher Strategy as Motivator in Online Learning

The parameters of students towards geography teacher strategies as motivators in online learning are two indicators. The first indicator is to increase and provide encouragement to develop students' potential. In the first indicator obtained the student's overall answer, the student replied agree and strongly agreed if compared to disagreeing. That percentage 39% agree, and 14% strongly agree, while 1% disagree. The second indicator is to increase students' activity and creativity. In the second indicator obtained the student's overall answer, the student replied agree and strongly agreed if compared to disagreeing. That percentage is 46%; 6% strongly agree, and 1% disagree.

Based on Figure 5, geography teachers at SMA Negeri 1 Wonosari Klaten in online learning as motivators during the COVID-19 pandemic. Geography teachers improve and encourage the development of students' potential. This is evidenced by the answers of students who prefer to agree rather than disagree strongly. Geography teachers during the COVID-19 pandemic encouraged students to develop their potential through online approaches so that the potential that students already have can constantly be developed.

Geography teachers also play a role in improving students' activities and creativity. Students agree with the statement because students answer more agree and strongly agree rather than disagree. Geography teachers have a role as motivators that aim to increase students' activities and creativity in online learning during the COVID-19 pandemic. The activities and creativity of these students can be formed through discussions and assignments. This is in line with the research conducted by Fadlilah (2020), during the COVID-19 pandemic, teachers have an essential influence on increasing students' learning motivation, which is expected to affect good learning outcomes.

6. Student Parameters to Geography Teacher Strategy as Initiator in Online Learning

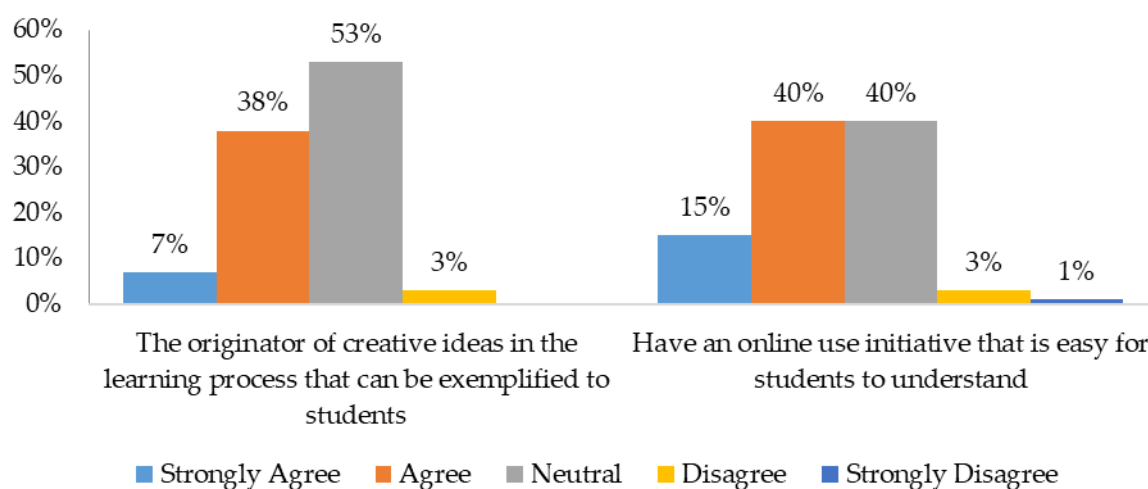


Figure 6. Student Parameters to Geography Teacher Strategy as Initiator in Online Learning

The parameters of students' perception of geography teacher strategies as initiators in online learning are two indicators. The first indicator is the originator of creative ideas in the learning process that students can exemplify. In the first indicator obtained, the student's overall answer was that the student agreed and strongly agreed when compared to disagreeing and strongly disagreeing. That percentage 38% agree, and 7% strongly agree, while 3% disagree. The second indicator is that it has online use initiatives that are easy for students to understand. In the second indicator obtained the student's overall answer, the student replied agree and strongly agree when compared to disagreeing and strongly

disagreeing. Forty per cent, 40%, agreed and 15% strongly agreed, while 3% disagreed and 1% strongly disagreed.

Based on Figure 6, geography teachers initiate online learning by sparking creative ideas that students can exemplify. Students agree and strongly agree rather than disagree, so the teacher's role always triggers creative ideas. The teacher aims to facilitate the delivery of materials to students so they more easily understand the material.

Geography teachers at SMA Negeri 1 Wonosari Klaten always have online use initiatives that students can easily understand. This is evidenced by the answers of students who are more dominant in answering agree and strongly agree rather than disagreeing and strongly disagreeing. The use of varied online learning media to find media that is easier for teachers and students to understand so that delivery can be done well and students can understand the material delivered quickly. This is in line with the research conducted by Syaharuddin & Mutiani (2020), who stated that during the pandemic, during online learning, teachers are expected to be more creative and innovative to create teaching materials that interest and encourage students to learn.

7. Students' Perception of Geography Teacher Strategies as Transmitters in Online Learning

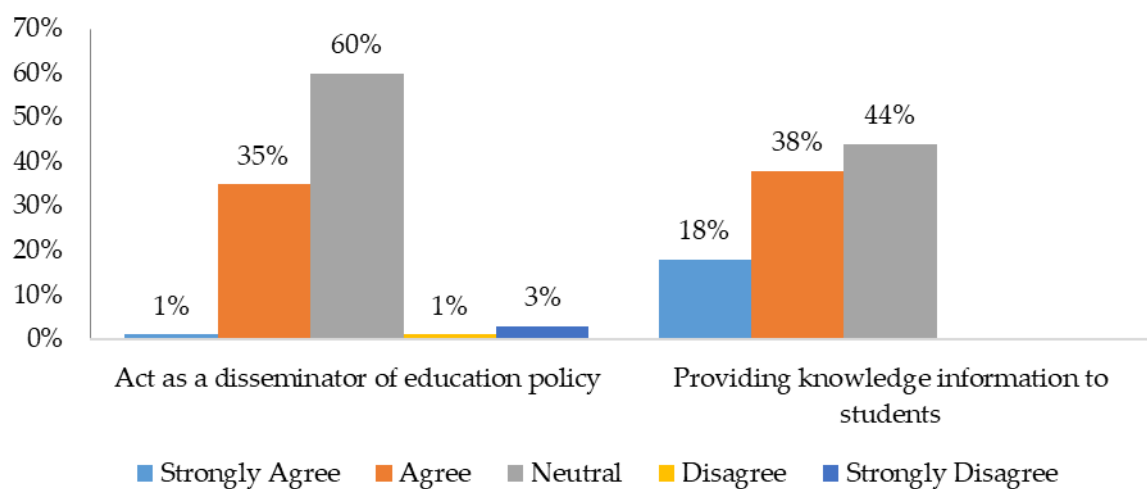


Figure 7. Students' Perception of Geography Teacher Strategies as Transmitters in Online Learning

The parameters of students' perception of geography teacher strategies as transmitters in online learning are two indicators. The first indicator is to act as a disseminator of educational wisdom. In the first indicator, the results of the student's overall answer are that the student's answers agree and strongly agree when compared to disagreeing and strongly disagreeing. The percentage was 35% agreed, 1% strongly agreed, 1% disagreed, and 3% strongly disagreed. The second indicator is to provide knowledgeable information to

students. In the second indicator, the student's overall answer was that the student replied agree and strongly agree when compared to disagreeing and strongly disagreeing. The percentage was 38% agreed, and 18% strongly agreed, while no one answered disagreed or strongly disagreed.

Based on Figure 7, geography teachers at SMA Negeri 1 Wonosari Klaten act as educational policy spreaders. Students agree with the statement, as evidenced by students more dominantly answering "agree" and "strongly agree" than "disagree" and "strongly disagree". Geography teachers provide information related to education policies to students and parents to align their understanding of the implementation of online learning during the COVID-19 pandemic. This is in line with the research conducted by Sardiman (2004), which states that teachers also act as propagandists of education policy in the field of knowledge.

Geography teachers at SMA Negeri 1 Wonosari Klaten also provide knowledge information to students. This is evidenced by the answers of students who are more dominant in answering agree and strongly agree. Knowledge-related information is provided in teaching and learning activities in online learning to students using various learning media that students easily understand.

8. Students' Perception of Geography Teacher Strategies as Evaluators in Online Learning

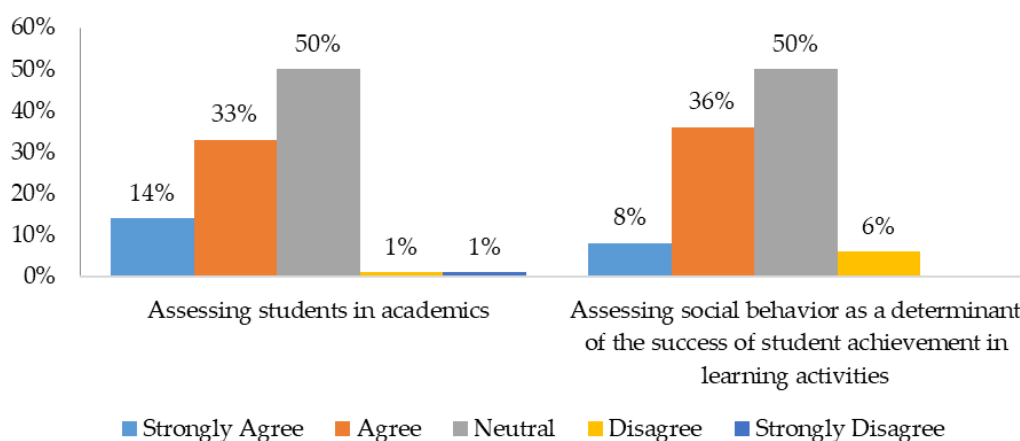


Figure 8. Students' Perception of Geography Teacher Strategies as Evaluators in Online Learning

Parameters of students' perception of geography teacher strategies as evaluators in online learning. The first indicator is to assess students in the academic field. In the first indicator obtained the student's overall answer results, the student replied agree and strongly agreed if compared to disagreeing. The percentage was 33% agreed, and 14% strongly agreed, while 1% disagreed. The second indicator assesses social behaviour as a

determinant of student achievement success in learning activities. In the second indicator, the student's overall answer results were obtained; the student replied, agreed, and strongly agreed if compared to disagreeing. That percentage 36% agree, and 8% strongly agree, while 6% disagree.

Based on Figure 8, geography teachers at SMA Negeri 1 Wonosari Klaten continue to assess students in academic fields. Students responded approvingly and strongly agreed rather than disagreed and strongly disagreed, meaning that geography teachers during the COVID-19 pandemic continued to give academic assessments to students. The evaluation is based on assignments and exams. The assessment aims to appreciate students who have followed the learning and assess the value the student does not understand in a material.

Geography teacher at SMA Negeri 1 Wonosari Klaten, in addition to providing academic assessment, geography teacher also provides social behaviour assessment. This is evidenced by the answers of students who are more dominant in answering agree and strongly agree rather than disagreeing. Social behaviour assessment is used to determine student achievement success in learning activities. The evaluation is conducted by observing the behaviour of students during online learning. This is in line with the research conducted by Suasthi & Suadnyana (2020) Teachers monitor and facilitate students' learning progress and help develop spiritual and social attitudes, knowledge, and skills.

Based on the results of data analysis on the strategy of geography teachers during the COVID-19 pandemic at SMA Negeri 1 Wonosari Klaten, it can be concluded that geography teacher strategies can be classified into eight indicators, namely geography teachers acting as facilitators, informators, organizers, mediators, motivators, initiators, transmitters, and evaluators. Facilitators in online learning, such as geography teachers, provide facilities and convenience in the teaching and learning process and create an atmosphere of practical learning activities. Informators in online learning and geography teachers carry out learning activities and resources of academic activities for students. As organizers in online learning, geography teachers manage academic activities, syllabi, and lesson schedules. Mediators in online learning, geography teachers lead student discussion activities, and mediators in student discussion activities.

Motivators in online learning, such as geography teachers, encourage the development of students' potential and increase student creativity. Initiator in online learning, geography teacher as the originator of creative ideas in the learning process and has initiatives to use online learning media. A transmitter in online learning, geography teachers act as educational policy spreaders and provide knowledgeable information to students. Evaluators in online learning and geography teachers assess students in academic fields and assess social behaviour as determinants of student achievement success in

learning activities. The results stated that students agreed with the learning strategy, as evidenced by the answers of students who predominantly answered agree and strongly agreed rather than disagreed and strongly disagreed.

Conclusion

Students' perception of geography teacher strategy in facing the COVID-19 pandemic, SMA Negeri 1 Wonosari Klaten is classified into eight indicators, namely geography teachers acting as facilitators, informators, organizers, mediators, motivators, initiators, transmitters, and evaluators. On facilitator indicators in online learning, geography teachers provide facilities and ease in the teaching and learning process. The highest percentage agrees at 44%, and the lowest strongly disagrees at 1%. To create an atmosphere of practical learning activities, the highest percentage agrees with 31%, and the lowest disagrees with 5%. On the informant indicators in online learning, geography teachers carried out the highest percentage of learning activities agreed, with 37%, and the lowest strongly disagreed with 1%. The source of academic activity information for students, the highest percentage agreed with 37%, and the lowest disagreed with 3%. On the indicators of organizers in online learning, geography teachers manage academic activities, the highest percentage agree 19%, the lowest strongly disagree 3%, and the syllabus along with the highest percentage of lesson schedules agree 39%. The lowest strongly disagree with 3%. On the mediator indicators in online learning, in geography, teachers led student discussion activities; the highest percentage agreed was 35%, and the lowest strongly disagreed was 3%. For the arbiters in the student discussion activities, the highest percentage agreed, 36% and strongly disagreed, with 1%. On motivator indicators in online learning, geography teachers pushed to develop students' potential. The highest percentage agreed at 39% and the lowest disapproved at 1%, and increased student creativity; the highest percentage agreed at 46%, and the lowest disapproved at 1%. On the initiator indicators in online learning, geography teachers as the originators of creative ideas in the learning process, the highest percentage agreed 38%, and the lowest disagreed 3% had the initiative of using online learning media, the highest percentage agreed with 38% and the lowest strongly disagreed with 1%. On the transmitter indicators in online learning, geography teachers acted as the highest percentage of education policy spreaders, agreeing with 35% and the lowest disapproving with 1%. They also provided knowledgeable information to the highest percentage of students, agreeing with 38%. On evaluator indicators in online learning, geography teachers rated students in academic fields the highest percentage agreeing with 33% and the lowest strongly disagreed with 1% and rated social behaviour as determining student achievement success at the highest percentage of learning activities agreed with 36% and the lowest disapproved with 6%.

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