Geographical inquiry skills on implementation of participants at geography in high school at bandung city

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Abstract. Geography learning aims at interacting, interpreting and analyzing spatial and environmental patterns carried out by various learning models and methods, this is also inseparable from a geography teacher who acts as a facilitator in the classroom. While geography learning is not just allowing children to search for themselves material knowledge of geography, but each student must able to collaborating learning both individually and in groups. This study uses descriptive quantitative survey methods. The samples in this study were geography teachers in public high schools in Bandung, totaling 21 schools and 35 teachers. The implementation of the geographical inquiry conducted by 35 teachers is 76.57%, the which means that in phases and systematically the teacher has Carried out the steps listed in the geographical inquiry indicator. A geographical inquiry has an influence on geography skills in educators, especially high school students. The influence can be in the form of implementation by the teacher so that students have the skills to make-geographic questions, think critically and realistically, and manage geographic information.

1. Introduction
Most countries in the world, geography is given as the various levels of education, from primary education to university. However, his position as a science vary, there are standalone and others join with other subjects. There is a sign in the field of natural sciences, earth sciences and environmental sciences. It is justifiable considering studying geography and human nature as a whole, through a spatial approach, territorial and environment produce the region as a material object [1]. A geographically competence, especially among formal education geografiyaitu students, needs to research.

Geographical skills not only aim to an learning place names and education, but also in knowledge and attitude. Geography is more than just. Learning Geography starts with the relationship between human and location or environment. This understanding can help people plan for a better future also to develops skills which are necessary for understanding and using the geographical location as effective as possible [2, 3, 4].

Geography connect the social and natural sciences, also deals with spatial variation, and processes vary within and between places. So geography should be considered as an essential part of the education of all societies. Geographic skills make student understand the connections between between patterns of cities and the human processes that create them, patterns of rivers and the physical processes that create them, and between what happens in the places in which we live and what happens in the places throughout the world near and far [5, 6].

This study is based on the class teachers management ability in initiating learning, because it will have an impact on the learning activities of students. Ability to initiate geography classroom learning can be adopted by using the inquiry approach. In general, weakness of geography learning is the use of teaching methods which are not effective and less varied in materials. Lecture method tends to focus to the teachers because they are more easily and efficiently, as a result, learning is nothing more than
verbal delivery of information to students. Here is the data of teacher in Bandung, which perform or apply geographical inquiry in improving geography skills of learners in Bandung.

Table 1. Implementation of the schools with a geographical inquiry and in Bandung

| No. | School name              | Total number of teachers |
|-----|--------------------------|--------------------------|
| 1   | SMA Negeri 1 Bandung     | 2 teachers               |
| 2   | SMA Negeri 2 Bandung     | 2 teachers               |
| 3   | SMAN 3 Bandung           | 1 teacher                |
| 4   | SMAN 4 Bandung           | 2 teachers               |
| 5   | SMAN 5 Bandung           | 2 teachers               |
| 6   | SMAN 6 Bandung           | 1 teacher                |
| 7   | SMA Negeri 7 Bandung     | 2 teachers               |
| 8   | SMA 8 Bandung            | 2 teachers               |
| 9   | SMA Negeri 10 Bandung    | 2 teachers               |
| 10  | SMA Negeri 11 Bandung    | 2 teachers               |
| 11  | SMAN 12 Bandung          | 1 teacher                |
| 12  | SMA Negeri 15 Bandung    | 3 teachers               |
| 13  | SMA Negeri 17 Bandung    | 1 teacher                |
| 14  | SMA Negeri 19 Bandung    | 1 teacher                |
| 15  | SMA Negeri 20 Bandung    | 1 teacher                |
| 16  | SMA Negeri 21 Bandung    | 2 teachers               |
| 17  | SMA Negeri 22 Bandung    | 2 teachers               |
| 18  | SMA Negeri 24 Bandung    | 2 teachers               |
| 19  | SMA Negeri 25 Bandung    | 2 teachers               |
| 20  | SMA Negeri 26 Bandung    | 2 teachers               |
| 21  | SMA Negeri 27 Bandung    | 1 teacher                |
|     | Total                    | 35 Teachers              |

The data shows the geography high school teachers’ understanding of inquiry approach pretty much almost 85% of the total geography teacher in the city of Bandung. It should be able evoke student passion in geography lesson. When students understand the information gathered through the analysis and interpretation of the text, or to describe it in maps, tables, charts, and diagrams, there is an opportunity to deepen their knowledge and understanding and assessing geographic learning. The formulation of the problem in this research is: How is the implementation of geographical inquiry conducted geography teacher in Bandung, and How to influence in improving the skills of geographical inquiry geography learners from high school in Bandung.

2. Research Methods

This study uses survey method, data are collected from a sample that has been preset. This method was chosen because we wanted to know the information on the population through the sample by providing a list of questions. The approach used in this study is a quantitative approach. Survey methods used to collect the data and information necessary certainty for research.

For the population numbered 21 locations on the State High School. As for the human population consisted of 36 teachers of geography. For the determination of school in Bandung, which is divided into three clusters using proportionate random sampling technique. That is because fewer than 50 and requiring high data accuracy. Data analysis techniques in this study divided into 2 percentage technical implementation and Likert scale to determine the effectiveness and outcomes of implementation problem statement.

2.1. Literature review

2.1.1. Geographical Inquiry

Geographical inquiry investigation involves individuals or groups that begin with a geographical question and continued through the collection, evaluation, analysis and interpretation of information for
the development of conclusions and proposals for action. Questions can vary in scale and geographic context [7]. Inquiry-based learning begins by asking a question, problem or scenario than just present the facts that exist or describe a smooth path to knowledge. This process is often assisted by a facilitator (teacher). Inquiry-based teaching strategies established through several ways:

1. Problem Statement, determine what should be investigated and formulate a question or hypothesis.
2. Data collection, gather information about a topic from the right source.
3. Analysis, review and discuss the findings and provide an explanation or clarity.
4. Conclusions Based on the analysis determines the solutions related to the original problem statement.

Research and classroom experience has found that teachers can stimulate inquiry with specific ways that allow the probe, increasing inquiry, and empower inquiry. Teachers in enhancing the ability of inquiry include the following [7].

1. Enabling inquiry: This is where teachers utilize a sense of exploration and curiosity of students. This should allow children asking their own questions.
2. Enhancing Inquiry: This is where the teacher encourages children to increase the responsibility for identifying the questions that will be investigated. Teachers challenging questions and approach the children, for they consistently focus on things geographical relevance.
3. Empowering Inquiry: This is to empower students to develop the way they work, and also help them to choose the approach and methods.

2.1.2. Geography skills
The study of the spatial relationship between the human and physical components of the system be improved by using the latest geographic information and the most reliably available through technology. Opportunities by learners and geographers to observe, synthesize, and present data from satellites, ground stations, and local observations of a collaborative process in geography that adds value to a wide range of interdisciplinary studies in the 21st century. The integration of the physical and human aspects in a room are the hallmark of the science of geography, because the geography is often called the science of synthesis. Geography as a discipline that straddles the art, the social sciences and natural sciences, and roomates therefore synthesized knowledge earth as opposed to the more specialist, systematic disciplines [8]:

Questions that can be developed in studying a phenomenon or phenomenon in the earth’s surface [9], among others:

1. How phenomenon studied, arranged and classified?
2. How phenomenon arranged in the form and the spatial arrangement?
3. How does this phenomenon occur?
4. How is that phenomenon originated and evolved?
5. How phenomena are interconnected and interact with other phenomena?
6. How phenomenon is composed in a harmonious system?

As a stand-alone science, learning geography is also bound by achievement of the objectives referred to the competence of geography. Geography is an integrative discipline that enables students to apply geography skills and knowledge to life situations at home, at work and in the community [10].

3. Results and Discussion
3.1. Implementation of Geographical Inquiry
Indicators in geographical inquiry is an indicator that distinguishes with another inquiry. The first is geography teacher in the learning started at 80.14%, which means teachers always start learning with problem statement, with a variety of ways that do such as asking students to make inquiries regarding the material, or generate geographical thinking students to use media etc. The second is how teachers play in facilitating students in mengelila information as much as 78, 57% is done in meetings or while learning geography lesson using geographical inquiry strategy. Third, inquiry geographical approach consists of identification activities and the results of data analysis shows that the implementation of the teacher as a facilitator in the discussions regarding the material the students are taught by 74%, meaning that students often conduct discussions in geographical inquiry. Fourth, is the activity of students in analyzing and outcome data showed that the pace of activities of teachers in approach to geographical inquiry, the results of the analysis referred to a variety of forms such as tables, graphs, lines of inquiry
or questions though, from the calculation of 73% of teachers do analytical work up first. The fifth is to close the learning activities, the result is that the respondent or the teacher always end the inquiry geographical activities in various ways such as communicating the results of the findings, follow up the findings with simple research and other activities that are ratings. These results show the number as much as 79.14% of the teachers are always close geographical activities inquiry.

3.2. Implementation of Geographical Inquiry in Geography Skills

F test aims to determine whether or not the simultaneous effect (together) were given independent variable (X1 and X2) terhadapvariabel bound (Y). As discussed earlier, that the decision-making criteria for acceptance or rejection of a hypothesis based on the value of the significance or probability obtained from the analysis. Ho will be rejected if the significance value less than 0.05. The hypothesis proposed in this study is as follows:

H1 = influences of Geographical Inquiry (X) simultaneously on Geography Skills (Y)
H0 = There is the influence of Geographical Inquiry (X) simultaneously on Geography Skills (Y)

Here are the results of the F test value for the variable X (Geographical Inquiry), and Y (Geography Skills).

| Model      | Sum of Squares | Df | mean Square | F       | Sig.  |
|------------|----------------|----|-------------|---------|-------|
| Regression | 60 935         | 2  | 30 467      | 4.891   | .014b |
| residual   | 199 351        | 32 | 6,230       |         |       |
| Total      | 260 286        | 34 |             |         |       |

a. Dependent Variable: Geography Skills (Y)
b. Predictors: (Constant) Geographical Inquiry (X)

Based on test results obtained F F value of 4.891 with a significance value of 0.14. It shows the significance value less than 0.05 (0.014 <0.05) so that Ho refused and H1 accepted. For the calculated F value of 4.891 and F table with n = 33 was 3.28 shows the value of F count larger than F table (4.891> 3.28), so that H0 rejected and H1 accepted.

4. Conclusion

There are influences that occur between geographical inquiry in improving the skills of geography. The influence of the integration is geography skills improvement in student skills in questioning, the student's skills in managing information, skills of students in the discussion, the student's skills in analyzing and skills of students in communicating.

This study aims to determine the ability of teachers to manage the classroom using an implementation of geographical inquiry and it has become a benchmark of whether a teacher is successful or not, therefore, a geography teacher needs to have another destination to the students but aims to provide a single value but a geography teacher need to change the thinking competence to improve the skills of students in terms of their geographical and adaptation in the future life.

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