THE USE OF LEARNING RESOURCES FOR HIGH SCHOOL GEOGRAPHY TEACHERS AT MGMP DKI JAKARTA

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ABSTRACT

Geography education is an integral part of the education curriculum in Indonesia, especially at the senior secondary education level. This research is intended to find out how high school geography teachers who are members of the Subject Teachers' Conference (MGMP) in DKI Jakarta utilize various learning resources. The research method used was a survey using questionnaires to geography teachers. The respondents in this study were 15 people who were geography teachers from various high schools who were active in the DKI Jakarta MGMP. Data was collected through a questionnaire which included questions about the type of learning resources used, frequency of use, effectiveness according to teacher perceptions, and obstacles faced in using these learning resources. The analytical method applied in this study is the use of descriptive statistics. Based on research results, it shows that the majority of geography teachers use a variety of learning resources in teaching, including textbooks, digital materials, online sources, and other sources. This research provides valuable insights for improving curriculum and teacher training in the area of using learning resources in geography learning in high school. Thus, the use of learning resources by high school Geography teachers at MGMP DKI Jakarta highlights the importance of diversification, quality and accessibility of learning resources in improving the quality of Geography learning. Collaboration between the government, educational institutions and educational groups is needed to facilitate the use of diverse and quality learning resources for Geography teachers in DKI Jakarta.

INTRODUCTION

Effective education is expected to produce a generation capable of perceiving the existence of the country. This educational process plays a role in preparing individuals in terms of cognitive, moral, knowledge and skills (Astuti et al., 2022). The use of learning resources by high school geography teachers in the DKI Jakarta MGMP is a key aspect in improving the quality of learning at the high school level

(Priadi, 2023). Geography has its own complexities that require a good approach in using learning resources (Rahman et al., 2022). In this increasingly rapidly developing era, teachers are required to be able to access, understand and integrate various available learning resources to improve students' understanding and skills in the field of geography.

Through education, we can increase intelligence and competence, as well as strengthen character and a sense of nationality, which in turn can help self-development and responsible participation in the development of the country (Amini et al., 2023). Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning activities in schools are considered the main element in the entire educational process (Tambun et al., 2020). In the realm of education, there are three main aspects that need to be considered, namely improving the curriculum, improving the quality of learning, and the effectiveness of teaching methods (Hafiluddin & Wahyudin, 2023). The educational curriculum must be comprehensive and responsive to social change, relevant to technological needs and developments, and able to accommodate the diversity of individual needs. The quality of learning must be improved in order to improve overall educational outcomes, and in particular, it is necessary to look for effective classroom learning strategies or approaches, which can further explore students' potential (Bakhruddin et al., 2021).

Teachers use learning media sources as a tool in teaching material to students during learning (Wulandari et al., 2023). The use of learning media is considered important in improving the quality of learning (Nurfadhillah et al., 2021). The geography teaching process can use a variety of methods and media. However, in practice, the learning process often does not meet expectations. Teachers need to be able to recognize, design and develop learning materials, as well as choose innovative strategies, media and learning models to achieve learning goals. They must be able to create a more enjoyable learning environment so that students can achieve better learning outcomes than conventional methods. The role of learning media sources is often not fully utilized due to a lack of creativity on the part of teachers and students in creating simple media (Claudia Wang et al., 2023).

The main problem faced by geography teachers in Jakarta is limitations in utilizing varied and up to date learning resources (Pangestika & Khairani, 2023). Many teachers still rely on textbooks and traditional sources, which often lack relevance to the latest developments in geography and educational technology. This is caused by several factors, including limited access to more modern resources, lack of training in the use of educational technology, and obstacles in compiling material that is in accordance with the national curriculum.

Teachers' limitations in creating an enthusiastic learning environment and applying a variety of teaching methods and media have resulted in students' inactivity in the learning process which is unpleasant for them. The ideal teachers in the future will be those who are able to develop students' skills through understanding, involvement, and learning that is relevant to current developments,

as well as forming the life skills needed to face daily challenges and needs, such as independence, adaptability, and cooperation (Nikmah, 2021). As stated by Satyasa (in Juita & M, 2021) success in the learning process depends on three main factors: students, teachers, and learning materials.

Effective learning requires optimal use of learning resources, enabling teachers and students to interact with learning material productively (Meliyani et al., 2022). It is important to design learning by considering the appropriate type and use of learning resources. The curriculum includes implementation steps for the use of learning resources in the learning process. One important aspect of an effective learning process is the diversity of learning sources, including the use of the internet as a relevant source (Andrianingsih & Mustika, 2022).

One important element in this process is learning materials, namely resources that can be used either directly or indirectly in learning and teaching activities, either partially or comprehensively (Yandi et al., 2023). Learning and teaching is a complex system that includes various interconnected elements (Faizah & Kamal, 2024). According to the Association for Educational Communication Technology (AECT), learning resources are defined as all elements, entities, or materials that can be utilized to provide assistance in the learning process for students (Yandi et al., 2023). Learning resources include everything that can facilitate students in obtaining data, insight, skills and experience needed in the learning process (Fransiska et al, 2024). Learning resources include various elements such as information, individuals, materials, equipment, methods, and physical context. Thus, learning resources refer to various materials that are specifically designed or can naturally be used in the learning process to help students understand the subject matter.

In terms that are easier to understand, learning resources are instructors and a collection of learning tools, including books, information, and so on (Sidiq & Rif, 2022). Although often considered a form of learning media, learning resources and learning media actually have different meanings. However, both can play roles interchangeably, where learning resources can function as learning media, and vice versa. The learning process is a system that involves students, teachers, content, teaching methods, learning resources, learning aids, and evaluation (Isma et al., 2021). The teacher's role in the learning process is to ensure a good relationship between all these components, so that teaching can take place well and learning targets can be achieved.

In addition, learning resources are everything related to efforts to enrich students' learning experiences. Various kinds of learning sources can be used, such as books, brochures, magazines, newspapers, posters, leaflets, documents, illustrated maps, and surrounding situations (Samsinar, 2019). However, it is important for users of learning resources to ensure that the material used is in accordance with the learning objectives to be achieved.

The role of learning resources is key in supporting the learning process and increasing individual understanding of various subjects and concepts. Learning

resources have a very significant role in the learning process and increase one's understanding (Samsinar, 2019). Here are some of the main roles of learning resources in improving understanding: First, providing relevant information: learning resources provide relevant and structured information about a particular topic. This information helps individuals expand their knowledge and deepen their understanding of a subject. Second, facilitating the learning process: learning resources help in facilitating the learning process by providing various necessary tools and materials. This includes textbooks, instructional videos, articles, and other digital resources that can help individuals understand complex concepts. Third, encourage reflection and critical thinking: learning resources can encourage reflection and critical thinking by presenting information from various points of view and asking questions that trigger deep thinking. This process helps individuals to question, analyze, and interpret information better. Fourth, facilitate discussion and collaboration: learning resources can also facilitate discussion and collaboration between learning individuals. Through online forums, study groups, or live discussion sessions, individuals can collectively exchange opinions, broaden their viewpoints, and deepen their understanding. Fifth, provide feedback: Some learning resources also provide mechanisms to provide individuals with direct feedback about their progress in understanding a material. This feedback can help individuals to identify areas where they need further understanding and direct them to additional relevant resources. Sixth, offer broad access: learning resources can provide great opportunities for people from various backgrounds and geographical locations to access them.

Varied teaching and learning combined with diverse types of learning resources can provide rich and deep experiences for students and researchers to understand the diversity of the physical and human world. According to Permadi (2015), the classification of learning resources is as follows: first, there are printed learning resources, such as books, magazines, brochures, newspapers, posters, encyclopedias, dictionaries, booklets, and so on. Second, there are non-print learning sources, such as films, slides, videos, and the like. Third, there are learning resources in the form of facilities, such as libraries, study rooms, studios, sports fields, and so on. Fourth, there are learning resources in the form of activities, such as interviews, group work, observation, simulations, games, and the like. Fifth, there are learning resources available in the community, such as parks, terminals, factories, museums, and so on.

The use of learning resources, both in formal and informal educational contexts, offers a number of challenges and opportunities that need to be understood and faced (Via Yustitia et al., 2024). This research is important to carry out considering the rapid development of information technology which should be utilized in geography learning. The use of technology and digital learning resources can not only enrich learning but also make the learning process more interactive and interesting for students. With a better understanding of how teachers utilize learning resources, strategies can be formulated to increase teacher capacity in

utilizing the various educational resources available. Apart from that, this research can also provide an overview of the extent to which geography teachers in Jakarta are ready to adopt new learning methods that integrate technology. This is crucial considering that Jakarta is often a barometer in the implementation of education policies in Indonesia. This research not only reviews traditional learning resources but also emphasizes the importance of digital learning resources and educational technology. This is a response to the need for modernization in geography education and focuses on practical solutions that can be implemented by teachers and policy makers to increase the use of learning resources so as to make a significant contribution to the development of geography education in Jakarta, as well as becoming a reference for educational research and practice in other regions.

This research is important to carry out considering the rapid development of information technology which should be utilized in geography learning. The use of technology and digital learning resources can not only enrich learning but also make the learning process more interactive and interesting for students. With a better understanding of how teachers utilize learning resources, strategies can be formulated to increase teacher capacity in utilizing the various educational resources available. This research can also provide an overview of the extent to which geography teachers in Jakarta are ready to adopt new learning methods that integrate technology. This is crucial considering that Jakarta is often a barometer in the implementation of education policies in Indonesia.

RESEARCH METHOD

This research is research that uses a quantitative approach and adopts a descriptive design. The number of individuals sampled in this research were MGMP DKI Jakarta teachers and those who answered the questionnaire in this research were 15 geography subject teachers. The collection was carried out using a survey or questionnaire method to collect information about the use of learning resources by high school geography teachers at MGMP DKI Jakarta for 1 month and 11 days starting from March 20 - April 30, 2024. Data processing used the descriptives menu in SPSS 25. Data processing used descriptives menu in SPSS 25. The processes required in descriptive statistical data analysis techniques are coding, tabulation and data presentation (Wahyuni, 2020).

Next, the questionnaire needs to be distributed to respondents who are members of the MGMP for High School Geography Teachers in DKI Jakarta. Distribution can be done online via a digital survey platform or directly at MGMP meetings. Once the questionnaires are distributed, researchers must ensure that respondents are given adequate time to complete the questionnaires, and after that, the collected data must be analyzed using appropriate statistical methods, such as descriptive analysis to summarize the survey results. The results can be used to evaluate the use of learning resources by high school geography teachers at MGMP DKI Jakarta, identify usage patterns, and suggest improvements or further

development in the provision of learning resources that can improve the quality of geography learning at the high school level.

RESULTS AND DISCUSSION

The use of a variety of learning resources by geography teachers is essential to creating a comprehensive and engaging learning experience for students. The learning resources used can be categorized into print, non-print sources, forms of activities, forms of facilities, and community environment. The following is a detailed explanation of each category and how geography teachers use them in the learning process. Based on the results of the questionnaire data, respondents stated the following:

Table 1.
Printed Learning Resources

How often do you use printed learning resources in your lessons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	15	100.0	100.0	100.0

Source: Questionnaire Data Results (2024)

Based on the results of the questionnaire data, the DKI Jakarta MGMP geography teacher stated that printed learning resources were very important in the learning process. It is known that questionnaire data shows that print learning resources are used 100% of the time by DKI Jakarta MGMP geography teachers. According to respondents, with a deep understanding of the importance of printed learning resources, teachers can develop more effective teaching strategies that make good use of printed resources, including choosing the right materials, arranging them in a structured manner, and facilitating discussions that deepen understanding. Printed learning resources that are often used are: Books, Magazines, Newspapers, Brochures, Plans, Dictionaries, Modules/LKS and Others.

Table 2.
Non-print Learning Resources

How often do you use non-print learning resources in your lessons?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Often	7	46.7	46.7	46.7
Valid	Very often	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

Source: Questionnaire Data Results (2024)

Based on the results of the questionnaire data, the DKI Jakarta MGMP geography teacher stated that non-print learning resources were very important in the learning process. It is known that questionnaire data shows that 73% said they very often

and 27% said they often used non-print learning resources when starting the teaching and learning process. Respondents also said that non-print learning resources have become an important part of the modern learning process. Non-print learning sources that are often used are Slides/PPT, Electronic Modules/E-Books, Interactive Multimedia, Short Videos and others. With the development of technology, teachers and students have easier access to various digital information sources such as videos, simulations, educational games, and more. The main advantages are greater flexibility and accessibility, allowing teachers to present material in a more engaging and interactive way for students. Apart from that, non-print learning resources can also help students who have different learning styles to understand the material better.

Table 3.
Learning Resources are in The Form of Facilities

How often do you use learning resources in the form of facilities in learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	5	33.3	33.3	33.3
	Very often	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

Source: Questionnaire Data Results (2024)

Based on the results of the questionnaire data, the DKI Jakarta MGMP geography teacher stated that learning resources in the form of facilities are very important in the learning process. It is known that questionnaire data shows that 100% stated that they very often use learning resources in the form of facilities when starting the teaching and learning process. Learning resources in the form of facilities that are often used are libraries, laboratory rooms, sports fields, school parks and others. Adequate facilities can greatly support the effectiveness of learning, especially in subjects such as geography which often require reference materials, maps and other visual media. With learning resources in the form of good facilities, teachers can more easily present material in a real way and facilitate more interactive learning for students. This can also increase students' interest in learning the subject matter.

Table 4.
Learning Resources are Activities

How often do you use learning resources in the form of activities in learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	6	40.0	40.0	40.0
	Very often	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

Source: Questionnaire Data Results (2024)

Based on the results of the questionnaire data, the DKI Jakarta MGMP geography teacher stated that learning resources take the form of important activities in the learning process. It is known that questionnaire data shows that 87% said they very often and 13% said they often used these learning resources when starting the teaching and learning process. Learning resources include activities that are often used, namely interviews, group work, observation, simulations, study tour games and others. Questionnaire data from MGMP DKI Jakarta shows that geography teachers consider learning resources in the form of activities to be very essential in the learning process. This indicates that they believe that activities and direct experience have a crucial role in deepening students' understanding of geography subject matter. Thus, implementing relevant and interesting activities is key in increasing the effectiveness of geography learning in the region.

Table 5.
Learning Resources in The Community
How often do you use learning resources in the community environment in your learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Often	6	40.0	40.0	40.0
Valid	Very often	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

Source: Questionnaire Data Results (2024)

Based on the results of the questionnaire data, the DKI Jakarta MGMP geography teacher stated that learning resources in the community are important in the learning process. It is known that questionnaire data shows that 87% said they very often and 13% said they often used these learning resources when starting the teaching and learning process. The results of the questionnaire data show that geography teachers at MGMP DKI Jakarta view learning resources in the community as a significant element in the learning process. Community environmental learning sources that are often used are museums, green open parks, terminals, markets, factories and others. This indicates that they recognize the important role of students' surroundings in providing real experiences that can enrich their understanding of geographic material. By utilizing learning resources from the community environment, students can relate the theories learned in class to real situations around them, thereby increasing their involvement and understanding of the learning material.

DISCUSSION

Geography learning requires the use of various learning resources aimed at increasing students' understanding of complex geographic concepts (Gilis & Winarta, 2019). Learning resources can be categorized into print sources, non-print

sources, learning activities, facilities, and community environment (Handoko et al., 2022). The following is a discussion of the use of each type of learning resource by geography teachers in the learning process.

Printed learning resources include textbooks, magazines, journals, maps and other written documents (Magdalena et al., 2020). Textbooks are the main source for learning geography (Khairunisa & Ahyuni, 2023). Teachers usually use textbooks as the main guide for planning lessons and determining the material to be taught. Maps, both physical and digital, are also very important in geography learning because they help students understand locations, topography and geographic phenomena.

Apart from textbooks, journals and scientific articles are also used to provide the latest information regarding developments in geographic science. Magazines that discuss environmental and geographical issues are also often used to broaden students' insight. Geography teachers often assign students to read articles or passages from textbooks and then discuss them in class.

Non-print learning resources include digital media such as videos, PowerPoint presentations, interactive maps, and geography applications (Nurdiyanto et al., 2024). With technological developments, geography teachers are increasingly using videos from platforms such as YouTube or documentaries from National Geographic to show geographical phenomena visually (Redhana, 2024). These videos can make learning more interesting and help students understand concepts that may be difficult to explain textually.

Learning resources in the form of facilities have an important role in supporting the education and self-development process. Libraries, for example, provide access to a variety of books, journals and digital materials that enrich students' knowledge. With its extensive and structured collections, the library helps students and teachers in research and independent learning.

Study spaces, whether at school or at home, provide an environment conducive to concentration and productivity. This room is usually equipped with adequate tables, chairs and writing equipment, as well as good lighting to support comfortable learning. Studios, especially for students studying art and music, provide a special place to create and practice. These facilities allow students to develop their talents and skills with greater intensity and focus, often with professional equipment and instruments. Sports fields are important facilities to support students' physical and mental health. Through various sports activities, students not only become physically healthier but also learn about teamwork, discipline and sportsmanship. All of these facilities complement each other and provide holistic support for the teaching and learning process. By utilizing these facilities optimally, it is hoped that students can achieve their maximum potential in various aspects, both academic and non-academic.

Learning resources in the form of activities are learning methods that actively involve students through various activities (Samsinar, 2019). Activities such as interviews, group work, observation, simulations, and games offer a more in-depth

and contextual learning experience. Interviews provide students with the opportunity to learn from sources who are experienced or experts in a particular field. Through interviews, students not only obtain information, but also develop communication and critical thinking skills. Group work encourages collaboration between students. In this activity, students learn to work together, share ideas, and solve problems together. Group work improves interpersonal skills and builds team spirit. Observation is the process of observing phenomena or objects directly. These activities help students develop analytical skills and a better understanding of the topic being studied, because they see firsthand how something functions or happens. Simulations allow students to experience real-life experiences in a controlled environment. For example, business or role-specific simulations help students understand real-world dynamics and challenges and test their decision-making abilities. Games as a learning tool make the learning process fun and interactive. Educational games can increase student motivation and strengthen concepts learned through a fun approach. By using various learning resources in the form of activities, students get the opportunity to learn actively, creatively and collaboratively, which ultimately improves their overall understanding and skills.

The community environment provides a very diverse range of learning resources, which can be utilized by individuals to improve their knowledge and skills (Setiawan, 2022). Here are some of the main learning resources available: Libraries: Libraries provide access to books, journals, magazines, and other reference materials. Public libraries and school libraries often become centers of learning activities for the community. Internet: Internet access allows individuals to search for information from various websites, online learning platforms, and discussion forums. E-learning and online courses from platforms like Coursera, Udemy, and Khan Academy have become very popular. Educational Institutions: Schools, universities and non-formal educational institutions such as language courses, computer courses and skills training provide structured and quality education. Local Communities and Organizations: Many communities have study groups, reading clubs, and organizations that offer workshops or seminars on specific topics, ranging from practical skills to theoretical knowledge. Mass Media: Television, radio, newspapers, and magazines provide up-to-date information and useful educational programs. Documentaries and news programs can also be a significant source of learning. Natural Resources and Local Culture: The natural environment and local cultural heritage can also be a source of learning, such as through field activities, visits to historical sites, and participation in cultural traditions. By utilizing these various learning resources, people can develop the knowledge and skills needed to improve their quality of life and contribute better to their communities.

CONCLUSION

The use of learning resources by geography teachers at MGMP DKI Jakarta is an important topic in the context of educational development in Indonesia, especially in efforts to improve the quality of geography learning at the high school level. MGMP or Subject Teacher Deliberation is a collaborative forum that allows teachers to share experiences, knowledge and learning resources to enrich students' learning experiences. In this context, the use of learning resources by geography teachers is key in designing learning that is effective and relevant to students' needs. Learning resources include various materials such as textbooks, electronic learning media, online resources, as well as various activities and learning methods that can be adapted according to curriculum developments and current learning challenges. One of the important conclusions from the use of geography teachers' learning resources at MGMP DKI Jakarta is that collaboration between teachers is very necessary to build and update existing learning resources. In this context, MGMP acts as a platform for sharing good practices in the use of educational technology and other innovative learning strategies.

The use of learning resources also reflects efforts to adapt to curriculum developments and student needs. Teachers need to continuously review and evaluate the learning resources they use so that they remain relevant to developments in knowledge and technology. For example, the integration of technology in geography learning can help increase student engagement and facilitate access to relevant information. Apart from that, the use of learning resources also plays a role in promoting inclusivity and equality in education. By utilizing various types of learning resources, teachers can more easily accommodate students' diverse learning styles and expand accessibility to information and learning materials. However, challenges also arise in the use of this learning resource. Some of these include the availability of supporting infrastructure, such as adequate internet access and information technology devices. Apart from that, the teacher's ability to manage and evaluate learning resources is also something that needs to be considered so that their use can have a positive impact on the learning process.

From a managerial perspective, management and coordination in sharing learning resources between teachers at MGMP DKI Jakarta also shows the importance of support from various related parties, both from local governments, schools and other educational communities. This helps ensure that the use of learning resources does not only focus on individual interests but also on collective interests to improve the quality of education in the area. Overall, the use of learning resources by geography teachers at MGMP DKI Jakarta shows a commitment to continuing to improve the quality of geography learning at the high school level through collaboration, innovation and adaptation to technological and curriculum developments. Thus, the role of MGMP is not only as a discussion forum but also as a driving force for better educational transformation in Indonesia.

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