

## **GEOGRAPHY TEACHERS' PERCEPTIONS OF BALURAN NATIONAL PARK AS A GEOGRAPHY LEARNING RESOURCE**

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### **ABSTRACT**

It is very important for students to introduce the process of learning geography at the secondary school level to the scope of the environment and its use in everyday life as a geographical science laboratory, one of which is the Baluran National Park. The aim of this research is to identify geography teachers' perceptions of Baluran National Park as a geography learning resource. The research method used descriptive quantitative with a full sample of 16 geography teachers at SMAK BPK Penabur. The research results showed that the majority of geography teachers gave a positive assessment of the use of Baluran National Park as a learning resource. In the process of utilizing Baluran as a Geography Learning Resource, there are supporting factors including the entire potential of Baluran National Park in terms of physical, non-physical and infrastructure. Inhibiting factors include the internal conditions of the school which include implementation time, permits, distance to the location and the educational calendar. Through research, it is recommended to utilize Baluran National Park as a Geography Learning Resource, especially for schools in East Java Province.

**Keywords:** *Geography, learning resources, baluran national park*

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### **INTRODUCTION**

Indonesia is one of the countries that has high tourism potential because it is seen from the landscape and geographical position ranging from beautiful mountains to the coast and beaches, many local and foreign tourists visit and travel in corners that have high tourism potential, Indonesia is also one of the most archipelagic countries in the world. with all this tourism potential Indonesia should utilize this tourism potential well and properly both as a source of income for the local area or even increase foreign exchange from foreign tourists, apart from the economic sector this tourism can also be used as a means of education and education for foreign tourists, With all this tourism potential, Indonesia should utilize this tourism potential properly and properly either as a source of income for the local

area or to increase foreign exchange from foreign tourists, apart from the economic sector, this tourism can also be used as a means of education and education for all levels of tourists and visitors, one of which is Baluran National Park. Until now, some people or teachers still do not see Baluran National Park only as a tourist spot. Some others also do not understand and know that there are many potentials in Baluran National Park that can be used as a learning resource, especially in Geography learning, in the national park we can also find out a lot of teaching material links contained in geography subjects in particular, among them are about the diversity of living things, about temperature and climate, volcanology, and many more that we can utilize from Baluran National Park (Wahid, 2023).

The mandate of the 1945 Constitution as outlined in the 4th paragraph contains a vision to educate the nation's life. This cannot be underestimated considering that the existence of a country requires support from the existence of the people who live in it. For this reason, intelligence is needed for the next generation of the nation so that the sustainability of the country can continue to run. One of the pillars to support the mission of educating the nation's life is through education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State (Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System). Education has a crucial meaning, with education students can explore their capacities what they have, so they can think critical, logical, and creative in various fields (Manakane, 2011). In this regard, education is needed that can produce human resources with the willingness and ability to continuously improve their quality. This is in accordance with the Law of the Republic of Indonesia No. 20 of 2003, concerning National Education (National Education System Law), which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Mulyasa, 2008). Education is considered the most appropriate path as a forum to build the next generation of the nation through students who can apply principles of sustainability and environmental ethics (Daryanto & Suprihatin, 2013).

Education is a planned effort to create a learning atmosphere and learning process so that students can actively develop the potential that exists in themselves (Samino, 2010) there is a strong relationship in it between learning and learning. A learning goal will not be achieved if students only listen to lectures, which will encourage students to memorize the material given by the teacher using memory. The material will then be easily forgotten. Therefore, learning alternatives are needed by using new learning resources that can be utilized in the learning process. In order for learning objectives to be achieved, a breakthrough is needed from a teacher so that the learning process can be more interesting and not boring for students. In law number 14 of 2005 concerning teachers and lecturers, teachers are

professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in primary and secondary education. Teacher is a profession that requires special expertise in its main tasks such as educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary and secondary education (Imran, 2010). It can be concluded that a teacher is someone who is professional in their main duties such as educating, teaching, guiding, directing, training, assessing and evaluating students in education. Teacher as a professional job, holistically is at the highest level in the national education system. Because teachers in carrying out their professional duties have strong autonomy. Teachers are expected to be able to build a classroom atmosphere so that students with other students can interact well, therefore it is necessary to pay attention to the teacher's perception of learning (Wicaksono et al., 2023).

Perception is the experience of objects, events, or relationships obtained by inferring and interpreting information (Rakhmat, 2011). This opinion is relevant to research (Elistiawati, 2011) which states that perception is a response after the process of experiencing an object carried out by an individual so that it causes an interpretation of the object or event, then gives a reaction by showing behavior towards the object or event. This makes perception strongly influenced by objects or events that occur to individuals and are interpreted. Perception is a process of using the knowledge possessed to obtain and interpret stimuli received by the human sensory system (Desmita, 2014). Perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by the individual through the sensory organs or also called the sensory process. Therefore, the perception process cannot be separated from the sensing process and the sensing process is a precursor process to the perception process (Eysenck & Keane, 2022). In addition, perception is defined as a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of our surroundings, including being aware of ourselves (Kahneman, 2024). So, teacher perception can be said to be a response to a belief captured through vision about developing issues related to the world of education which will then form a concept in expressing desires which will then be reflected through attitudes and behavior towards an object.

Geography education has important tasks and goals in cultivating attitudes and environmentally conscious characters (Wahid, 2018). The objectives of teaching geography have been formulated in a national teaching seminar earth sciences in 1972 that geography in the teaching is not just about limited to knowledge and skills, however also for achieving targets in the field affection, including; (1) grow recognition and love for the homeland as well instill a sense of love and respect in fellow humans, (2) provide abilities to civilize the surrounding environment, as well as instill awareness and the need to work and strive to be able to enjoy and utilize the natural riches around us (Dardjowidjojo & Supriyadi, 2021). Geography without field practice is like science without experiments (Pritchard & Smith, 2019). Based

on its scientific structure, geography is a discipline that studies the phenomenon of the earth's surface or geosphere. If geography is likened to a tree of science, the roots are the atmosphere, lithosphere, hydrosphere, biosphere, and anthroposphere, while the branches are physical geography and human geography. Geography is essentially a science that studies and examines all aspects and phenomena on the earth's surface both reciprocally with one phenomenon with other phenomena that are interrelated. So it can be said that the geography laboratory is the surrounding environment in a spatial context, therefore the geography learning process at the Senior High School (SMA) level is very important to introduce to students in the introduction of the scope of the environment and its use in everyday life and this environment is also one of the direct learning resources for students as a geography laboratory.

One of the components in the learning process is learning resources. Learning resources have many and broad meanings, not only at school can you learn, but learning can be done anywhere because learning resources are not limited to activities that take place in the classroom, but learning resources can be obtained from experience, without experience and practice very little learning process can take place. In essence, this universe is a source of learning for humans throughout time. So the concept of learning resources has a very broad meaning, covering what is in this universe. A type of geography learning resource is the environment. The environment is everything (objects, conditions, situations) that surrounds living things that affect the life (nature, growth, distribution) of the living things concerned (Johnson & Green, 2022). In addition to being useful for living needs, the environment can also be used as learning and study material for humans which aims to be wiser and wiser in living life, besides that the surrounding environment can also be used as a source of learning and education for humans, especially in the discipline of geography learning which studies how the spatial context and its reciprocity to the lives of living things (Wang, 2019). According to the Muhibbun (in Manakane, 2011) to achieve one of the learning objectives the fact comes from outside. To achieve goals good learning must be adapted with appropriate and appropriate learning resources, so that it can increase activity and student participation (Roberts & Wang, 2024). Learning Resources are all references in the form of data and humans both separately or tied which serves to make things easier students to achieve goals and learning competency (Lee & Patel, 2021).

The existence of an abundance of natural resources in Indonesia. It is a gift that must be protected. Conservation area management is basically about preserving biodiversity (plants and animals) and their ecosystems. National parks owned by Indonesia are areas with a diversity of biological natural resources in them, both in the form of flora and fauna as well as abundant and high-value vegetation diversity and their existence, have functions for education, special interest, research and so on. Based on Law No. 5 of 1990 regarding the conservation of Natural Resources and Ecosystems in article 1 paragraph 14 states that National Parks are nature conservation areas that have original ecosystems, managed with a zoning system

that is utilized for research, science, education, supporting cultivation, tourism, and recreation.

Baluran National Park is located on the eastern tip of the island of Java, north bounded by the Madura Strait, east by the Bali Strait and south to west bordered by Pandean Hamlet, Wonorejo Village, Bajulmati River, Klokeren River, Karangtekok River and Sumberwaru Village. Geographically Baluran National Park is located between 70 29'10" to 7 055'55" LS and 1140 29'20" to 1140 39'10" East Longitude. Baluran National Park has high biodiversity potential both flora, fauna and ecosystems, including the beauty of its natural panorama (Baluran National Park Center, 2023). Baluran National Park is a representative of a specific dry forest ecosystem on the island of Java, consisting of savanna vegetation types, mangrove forests, seasonal forests, coastal forests, lower mountain forests, swamp forests and forests that are always green throughout the year so that many fauna diversity are found, especially birds (Wulandari & Santoso. 2020). The potential of Baluran National Park is not only in the form of potential found on land. But there are also those in the waters. Seagrass meadow waters are one of the important ecosystems in coastal areas. Another role of seagrass beds is as a place of life for various groups of animals such as plankton, nekton, benthos, detritus and meiofauna (Wulandari, 2021).

In the Geography teaching and learning process, of course, it does not only take place in the classroom by listening or by reading textbooks or packages provided from school, but there are many efforts that can be made to improve the achievement of learning objectives, teachers need to look outside the classroom, visit objects directly, one of which is by utilizing the natural environment as a learning resource (Susanti & Anafiah, 2019). Learning is more meaningful if students can interact directly with existing learning resources (Sepang et al., 2023).

The environment can enrich learning materials and activities and increase the insight and knowledge of students because learning is not only limited by textbooks. (Nurhasanah et al., 2022). In addition, the truth of the insights and knowledge gained is more accurate because students can experience directly and optimize the potential of their senses to communicate with the surrounding natural environment (Choiri, 2017).

Based on year Workshop Seminar 1988, Geography is defined as a science learn similarities and differences geosphere phenomena from point of view environment and regionalism in context spatial (Suharyono & Amien, 2013). Geosphere phenomena studied in geography consisting of physical or natural and social conditions (humans) and the relationship between the two creating regional characteristics in Earth surface. Relating to space the scope of geographical studies, then the environment on the surface of the earth can be used as a source geography learning at school. That matter in line with Sumaatmadja (1997), namely all existing realities and occurs on the surface of the earth, whether related with human life and others regarding the natural environment and everything process, as teaching geography (Miller & Jackson, 2020). However, the environment should be used as a

geography. This is done by taking advantage of the natural surroundings in the learning process (Sugandi, 2023).

Learning resource appropriate and relevant to the material in applicable curriculum (Oczalina et al., 2019). By taking learning materials from the environment, the skills and intelligence of students can be practiced in social life (Hayani & Santoso, 2015). From the formulation and objectives of geography above it can be concluded that learning Geography in schools is expected to foster a sense of love for the homeland and respect among humans, learning geography should make use of the natural environment as a learning resource. For example, with using natural tourist attractions as learning resources, in this research using tourist attractions as the same learning resources. Comenius believed that children should relate to real objects before him read it. He thought about the function of the senses sight, hearing, taste and touch, as a way for students to build contact with nature. In preparation for research next science, children must recognize natural objects such as water, earth, fire, rain, plants and rocks. Learning through this national park will leave an impression on students' minds, and develop their thinking, stimulating them to act because they prove, and witness for yourself the natural events that occur in around them (Yamin, 2004).

In this case learning by directly dealing with the object of learning is one of the efforts to understand the subject matter that takes place, besides that also in direct learning the state of environmental objects in this case, namely the Baluran National Park area, in addition to students being able to know the actual conditions of what is being studied and can generate a sense of love for the environment, a sense to preserve and maintain the national park area (Andi & Desmita, 2022). By using attention to individuals who are studying such as research previously carried out by Sulis Setyaningsih, teachers must be clever at attracting the attention of their students. Eventually when the teacher succeeds in attracting the attention of his students by taking them to a museum or introduce the museum to students then will lead to good understanding to students (Setyaningsih, 2015). Geography learning at SMAK BPK Penabur is important for direct experience in understanding the material. With this method, students not only understand the theory but also directly feel the environmental conditions that are the objects of learning, such as the Baluran National Park area. The use of natural objects as learning resources aims to improve students' understanding and foster a sense of love and responsibility for environmental sustainability. Therefore, this study will review the perceptions of geography teachers at the MGMP Geography SMAK Penabur Jakarta regarding the use of Baluran National Park as a source of learning geography. In this case, attention is meant is students' attention to learning resources The object used is the Baluran National Park object. Based on the theory and studies above, researchers are interested in conducting further research on the Perception of MGMP Geografi SMAK Penabur Jakarta towards Baluran National Park as a Geography Learning Resource.

## RESEARCH METHOD

This study explores how geography teachers at SMAK Penabur Jakarta perceive the use of Baluran National Park as a valuable resource for enhancing student learning. Through examining teacher perspectives, this research highlights the potential of natural environments to enrich geography education and foster environmental stewardship. This study aims to identify the perception of geography teachers at SMAK Penabur Jakarta towards Baluran National Park as a learning resource. This research uses a full sample of 16 geography teachers of BPK Penabur who have visited Baluran National Park. This study uses a quantitative method with a descriptive survey design to identify the perceptions of geography teachers at SMAK Penabur Jakarta towards Baluran National Park as a learning resource. This method allows for systematic data collection and analysis that focuses on the presentation of teacher perceptions. The study was conducted on February – April. This means describing or interpreting objects according to facts in the field. Research variables refer to indicators of what forms/types of utilization in Baluran National Park that can be used as a geography learning resource and asked the respondents (teachers). Data collection on this utilization is done through questionnaire data collection techniques with questionnaire questions that aim to see the knowledge, experience, attitude of respondents (teachers) related to the indicators of utilization of Baluran National Park above to be used as a geography learning resource. Including obstacles in its utilization. Data analysis in this study is descriptive statistical data analysis, using frequency (f), percentage (%) which is used to obtain the percentage of data, namely to calculate into the table (frequency) and then described in the form of writing.

## RESULTS AND DISCUSSION

### Results

Baluran National Park is one of Indonesia's national parks located in Banyuputih, Situbondo, East Java, Indonesia. Its name is taken from the name of the mountain in this area, namely Mount Baluran. Initially, this national park area was designated as a protected forest in 1930 by the Director of the Bogor Botanical Garden, K.W. Dammerman. Its status was then changed to a wildlife reserve by the Governor of the Dutch East Indies on September 25, 1937. Re-designation as a wildlife reserve was made by the Minister of Agriculture and Agrarian Affairs through Letter No. SK/II/1962 dated 11 Dec. SK/II/1962 dated 11 Decree ei 1962. National park status was obtained on March 6, 1980 by the Minister of Agriculture and confirmed again in 1997 by the Minister of Forestry. The land area is 25,000 ha. Baluran National Park is bordered by the Madura Strait to the north, Bali Strait to the east, Wonorejo Village and Bajulmati River to the south, and Klokoran River and Sumberanyar Village to the west. Its area is divided into a core zone of 12,000 hectares, a jungle zone of 5,537 hectares, an intensive use zone of 800 hectares, a special use zone of 5,780 hectares, and a rehabilitation zone of 783 hectares. Its management is divided into Bekol Region I National Park Management Section and

Karang Tekok Region II National Park Management Section. Section I covers the Bama, Lempuyang and Perengan sacraloka. While section II includes Watu Numpuk, Labuhan Merak and Bitakol. The gate to enter Baluran National Park is located at 7°55'17.76 "S and 114°23'15.27 "E. This national park consists of savanna vegetation types, mangrove forests, seasonal forests, coastal forests, lower mountain forests, swamp forests and evergreen forests throughout the year. Savanna vegetation type dominates the Baluran National Park area which is about 40 percent of the total land area.

### **Analysis of Utilization of Baluran National Park as a Geography Learning Resource**

Learning resources in learning activities have a function to support the efficiency and effectiveness of learning activities, assist the role of the teacher, and foster learning motivation, as well as develop independent learning activities in students. In addition, the existence of learning resources is very useful for learning activities, because it will reduce dependence on teachers and also dependence on textbooks and classrooms (Nafisah et al., 2019). Learning can take place smoothly and achieve effectiveness and efficiency if the teacher has and applies his competence. To carry out their role as educators, teachers must have the ability to educate and learning skills, in this case the teacher's knowledge of learning resources is very important, because the teacher plays a very important role in using these learning resources so that they can show their usefulness for the learning process and the achievement of competencies needed in learning, and meaningfulness for real life (Qibtiyah, 2019).

Indonesia has 10% of the world's flowering plant species, 12% of lactating animals, 16% of reptile and amphibian species, 17% of bird species, 25% of fish and 15% of the world's insects. Of the endemic animals in Indonesia, 36% of large mammal species are endemic. Of the 35 primate species 25% are endemic, of the 78 parrot species 40% are endemic, of the 121 butterfly species, 44% are endemic, and many others. This is the existence of Indonesia as the world's megabiodiversity. This condition needs to be protected for various purposes, including for education. Protection efforts to preserve flora and fauna and natural habitats are made. Geography knowledge always sees the importance of the meaning of the region, especially the Indonesian region which is rich in various resources, which need to be managed optimally. The function of Geography education is to develop culture and build oneself to love the environment, country, and nation, so as to form the character of the nation as a whole.

Learning Outcomes (CP) are learning competencies that students must achieve in each phase. One of the CPs in phase F (in class XI, especially SMA / MA / Package C Program) of the independent curriculum in Geography lessons is to develop questions about the characteristics of regions with certain activities due to physical and social changes, in the form of Indonesian and World Biodiversity Patterns. The geography learning process needs to relate to skills and habituation, in addition to understanding concepts, it is necessary to know the existence of physical conditions.

Learning material on patterns of biodiversity in Indonesia in particular requires learning resources that are not only derived from books or digital information. Therefore, in learning geography phase F (grade XI) on the material of Biodiversity Patterns of Indonesia and the world, students need to understand the real efforts of conservation to protect it from extinction. In learning activities, teachers play a very important and decisive role. It is in the hands of the teacher that the success of learning activities is at stake. The selection of learning resources as a means of learning is one of the supports that teachers can choose so that learning objectives can be successful and appropriate for students. Baluran National Park in this case can be one of the options that can be used as a learning resource in the material of Biodiversity Patterns of Indonesia and the world.

Baluran National Park is one of the most stunning natural destinations in Indonesia. Located on the eastern tip of Java Island, the national park offers rich biodiversity and beautiful landscapes. It is often dubbed Africa Van Java or Little Africa In Java because the landscape is similar to Africa where there are vast savannas full of wildlife. As far as the eye can see there are barren fields, dry trees and rocks. The potential of Baluran National Park as a geography learning resource on biodiversity material is very high, especially because of the high diversity of flora, fauna, and ecosystems, as well as the beauty of its natural panorama. Tangible tourism development strategies such as ecotourism, development of basic infrastructure and facilities, penetration of tourist markets, increased security, and institutional development and tourism human resources can help develop tangible and appropriate natural resource-based tourism. Utilization of Baluran National Park can be used as a learning resource by teachers to support the achievement of learning objectives. By utilizing Baluran National Park as an environmental learning resource can provide direct experience to students to the environment studied considering the environment is a real situation that can be experienced directly by students, so that students not only learn theoretically but are able to apply in real life.

Table 1.  
Teachers' Perception of the Utilization of Baluran National Park as a Learning Resource

| No. | Statement                                                                                                  | Strongly Disagree (%) | Disagree (%) | Doubtful (%) | Agree (%) | Strongly Agree (%) |
|-----|------------------------------------------------------------------------------------------------------------|-----------------------|--------------|--------------|-----------|--------------------|
| 1.  | Baluran National Park is a Learning Resource that Can Provide Direct and Concrete Environmental Experience | 0                     | 6.3          | 0            | 43.8      | 50                 |
| 2.  | Baluran National Park Can Add Insight                                                                      | 0                     | 0            | 0            | 50        | 50                 |
| 3.  | Baluran National Park can be used as an educational facility                                               | 0                     | 0            | 0            | 37.5      | 62.5               |

| No. | Statement                                                                                                                             | Strongly Disagree (%) | Disagree (%) | Doubtful (%) | Agree (%) | Strongly Agree (%) |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|--------------|-----------|--------------------|
| 4.  | Utilizing Baluran National Park as a learning resource can provide students with up-to-date and accurate information.                 | 0                     | 0            | 6.3          | 50        | 43.8               |
| 5.  | Utilizing Baluran National Park as a learning resource is believed to make students more interested in learning geography.            | 0                     | 6.3          | 6.3          | 31.3      | 56.3               |
| 6.  | By doing learning in Baluran National Park, students are more aware and care about the environment.                                   | 0                     | 0            | 18.8         | 37.5      | 43.8               |
| 7.  | By doing learning in Baluran National Park, students will find it easier to understand geography learning on biodiversity material.   | 0                     | 0            | 6.3          | 37.5      | 56.3               |
| 8.  | By learning in Baluran National Park, students will find it easier to distinguish between types of flora and fauna.                   | 0                     | 0            | 6.3          | 43.8      | 50                 |
| 9.  | By doing learning in Baluran National Park, students become closer to their friends because they have a lot of interaction.           | 0                     | 0            | 6.3          | 56.3      | 37.5               |
| 10. | By doing learning in Baluran National Park, the interaction between students and teachers increases.                                  | 0                     | 0            | 6.3          | 56.3      | 37.5               |
| 11. | By doing learning in Baluran National Park can make the body become more fit and healthy because Baluran National Park has fresh air. | 0                     | 12.5         | 6.3          | 43.8      | 37.5               |
| 12. | By doing learning in Baluran National Park, it can reduce students'                                                                   | 0                     | 6.3          | 0            | 25        | 68.8               |

| No. | Statement                                                                                                                                                     | Strongly Disagree (%) | Disagree (%) | Doubtful (%) | Agree (%) | Strongly Agree (%) |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|--------------|-----------|--------------------|
| 13. | boredom when learning in class<br>By doing learning in Baluran National Park, it can increase students' interest in learning about biodiversity in Indonesia. | 0                     | 6.3          | 0            | 50        | 43.8               |
| 14. | Learning in Baluran National Park can increase students' curiosity about geography lessons.                                                                   | 0                     | 6.3          | 6.3          | 56.3      | 31.3               |
| 15. | Utilization of Learning Resources Baluran National Park can enrich class XI geography learning materials, especially on biodiversity material.                | 0                     | 0            | 0            | 31.3      | 68.8               |
| 16. | Utilization of learning resources can support the achievement of basic competencies of students.                                                              | 0                     | 0            | 6.3          | 43.8      | 50                 |

Source: Researcher's Processed Results (2024)

Based on the results of the questionnaire questionnaire in Table 1 Point 1, it can be seen that the perspective of 16 teachers on the Baluran National Park instrument is used as a learning resource that provides direct experience (See Table 1). Based on Table 1, the teacher's perspective on the Baluran National Park instrument which is used as a learning resource that can provide direct environmental experience from 16 teachers there are 1 teacher who answered disagree or 6.3%, 7 teachers answered agree or 43.5% and 8 teachers answered strongly agree or 50%. When looking at Table 1 it can be concluded that most teachers have the perspective that Baluran National Park is very good for educational tourism for all groups, especially students so that students have direct experience and know how to behave for the future, from affective, psychomotor and cognitive from this Baluran National Park tourist attraction can be all its components with how students behave until students take real action.

Based on Table 1 Point 2, the teacher's perspective on the Baluran National Park instrument can expand new horizons or new insights, out of 16 teachers, 8 teachers or 50% answered agree and 8 other teachers or 50% answered strongly agree. From the data obtained, some teachers consider that students can feel like they get new insights into how to see Baluran National Park because students usually only see pictures, teachers have the perception that if the school location is not too far away, they can invite their students to take a field trip.

Based on Table 1 Point 3, the teacher's perspective on the Baluran National Park Instrument as a means of education from 16 teachers, 62.5% answered strongly agree and 37.5% answered agree. Based on the instrument data obtained, all teachers answered strongly agree that Baluran National Park is used as a means of education for all elements, especially the next generation who are the successors and preserve the existing flora and fauna. According to the manager of the Baluran National Park, there are already many elements of education that make it an object of education to research from various universities and institutions, both individual and private.

Based on Table 1 Point 4, the teacher's perspective on the instrument Utilization of Baluran National Park as a learning resource can provide the latest and accurate information to students from 16 teachers, 43.8% answered strongly agree, 50% answered agree and 6.3% answered doubt. Based on the instrument data obtained, most teachers consider that the utilization of Baluran National Park as a learning resource can provide the latest and accurate information. According to the manager, scientists and researchers routinely conduct research in Baluran National Park to understand environmental changes and biodiversity. Data from this research will provide an up-to-date understanding of the park's condition. In addition, Baluran National Park can be used as a learning resource as it is home to a variety of endemic and unique species of flora and fauna. Information obtained from this source will cover a wide range of ecosystem types and species, providing a comprehensive picture of biodiversity.

Based on Table 1 Point 5, teachers' perspectives on Baluran National Park as a learning resource are more interested in learning geography from 16 teachers, 56.3% answered strongly agree, 31.3% answered agree. Although the majority of teachers gave positive responses, there were still a small number who felt hesitant (6.3%) or even disagreed (6.3%). This may be due to several factors, such as difficulties in integrating visits to national parks into the curriculum, or even a lack of confidence in the educational value that can be gained from such visits. Overall, however, the data suggests that the majority of teachers see great potential in utilizing Baluran National Park as a geography learning resource, although there are still some concerns or doubts that need to be addressed.

Based on Table 1 Point 6, teachers' perspectives that conducting learning in Baluran National Park makes learners more aware and care about the environment, out of 16 teachers, 43.8% stated "strongly agree" that the visit to this national park can create deep environmental awareness. In addition, 37.5% of teachers also agreed, indicating that they also see the value in utilizing Baluran National Park to increase learners' environmental awareness. Although the majority of teachers gave positive responses, 18.8% of teachers were undecided. This may be due to doubts about how effective the visit to the park is in increasing environmental awareness and concern, or it may be because they consider that other factors beyond the visit are more influential in shaping learners' attitudes towards the environment. Nevertheless, the data shows that the majority of teachers see great potential in

using Baluran National Park as a tool to increase learners' environmental awareness and concern, although some still have doubts.

Based on Table 1 Point 7, teachers' perspectives that by conducting learning in Baluran National Park, students will find it easier to understand geography learning on biodiversity material. Of the 16 teachers as many as 56.3%, even stated "strongly agree" that the visit to this national park can facilitate students' understanding of the material. In addition, 37.5% of teachers also agreed, indicating that they also see the value in utilizing Baluran National Park to improve students' understanding of biodiversity. Although the majority of teachers gave positive responses, 6.3% of teachers were undecided. This may be due to doubts about how effective a visit to the park would be in improving students' understanding of biodiversity material, or it may be because they consider that there are other learning methods that are more effective in achieving this goal. Nevertheless, the data shows that the majority of teachers see Baluran National Park as an effective learning resource to enrich students' understanding of geography materials related to biodiversity, although some still have doubts.

Based on Table 1 Point 8, teachers' perspectives that by conducting learning in Baluran National Park, students will more easily distinguish the types of flora and fauna. Most of the teachers, 50%, even "strongly agreed" that the visit to this national park can make it easier for students to distinguish between types of flora and fauna. In addition, 43.8% of teachers also agreed, indicating that they also see the value in utilizing Baluran National Park to improve students' ability to distinguish between types of flora and fauna. Although the majority of teachers gave positive responses, 6.3% of teachers were undecided. This may be due to doubts about how effective the visit to the national park is in improving students' ability to distinguish between types of flora and fauna, or it may be because they consider that there are other learning methods that are more effective in achieving this goal. In addition, teachers who are hesitant have not had direct experience with field learning as offered by Baluran National Park. Therefore, they may be less convinced of its potential benefits. Nevertheless, the data shows that the majority of teachers see Baluran National Park as an effective learning resource to help students distinguish between types of flora and fauna, although some still have doubts.

Based on Table 1 Point 9, teachers' perspectives that by doing learning in Baluran National Park, making students become closer to friends because they have a lot of interaction. Of the 16 teachers, 37.5% stated strongly agree, 56.3% stated agree, 6.3% stated doubt. Based on the teachers' perceptions, they think that by doing learning in Baluran National Park, students will be more active and socialize with peers and be more seen working together, besides that later students might be able to actively ask the tour guide because they are curious. Based on the interviews conducted by the teachers, there were some concerns about the extent to which interaction in the field could actually strengthen students' social relationships, or perhaps because they had not had sufficient first-hand experience to prove this as well as concerns that students were only busy taking photos. From the data, it can be concluded that the majority of teachers see learning in Baluran National Park as

an opportunity to strengthen students' social relationships through the many interactions that occur during field trips. Despite some concerns expressed by a minority of teachers, the majority view suggests that the interactions in the field have the potential to strengthen relationships between students.

Based on Table 1 Point 10, teachers' perceptions that by doing learning in Baluran National Park makes students' interaction with teachers increase. Of the 16 teachers, 37.5% answered strongly agree, 56.3% answered agree, 6.3% answered doubt. With data from the results of table 1 there are various answers from teachers ranging from doubt to strongly agree. Based on interviews conducted, teachers assume that later geography teachers only add in terms of geography science itself and its relation to ecosystems and the surrounding environment, so students interact more with peers and local tourguides.

Based on Table 1 Point 11, teachers' perceptions that learning in Baluran National Park can make the body fitter and healthier because Baluran National Park has fresh air. Of the total teachers surveyed, 37.5% strongly agreed and 43.8% agreed with the statement, indicating a positive view of the benefits of fresh air for students' health. However, a small proportion of teachers (6.3%) expressed doubt, while another 12.5% disagreed. This variation in responses may reflect differing views on the extent to which fresh air in Baluran National Park can significantly affect students' health, as well as potential concerns related to other factors that might affect students' health in the environment. There is therefore variation in teachers' views on the relationship between learning in the national park and student health, yet the majority still see it as potentially positive.

Based on Table 1 point 12, teachers' perceptions that conducting learning in Baluran National Park can reduce students' boredom during classroom learning stated that as many as 68.8% of teachers stated "strongly agree", indicating a strong belief in the benefits of field trips in rejuvenating the learning atmosphere. In addition, 25% of teachers also stated "agree", confirming that learning outside the classroom can refresh students' learning atmosphere. Teachers assume that most students are happy and agree that learning outside the classroom can reduce boredom in the learning process that is carried out every day in the classroom, by doing learning outside the classroom can also be said to be a refreshing for students and one of the new experiences can learn directly in nature and get to know the environment directly because if learning in the classroom only talks about theory and displays audio visuals in the form of photos and videos, but by going directly to the field, namely Baluran National Park, students can feel new things. However, there is a small proportion of teachers (6.3%) who disagree, they have different views on the extent to which field trips can reduce learner boredom in classroom learning. They consider that although field trips can provide variety in learning methods, their impact on students' boredom may be temporary and cannot address all aspects that cause boredom in classroom learning.

Based on Table 1 point 13, teachers' perceptions that learning in Baluran National Park can increase students' interest in learning about biodiversity in Indonesia. Of the 16 teachers, 43.8% stated strongly agree, 50% stated agree and

6.3% answered disagree. When viewed from the results of the instrument above, it can be concluded that this field trip learning to Baluran National Park can really increase students' interest in learning geography because geography is one of the subjects that does not have a laboratory in the classroom, the geography laboratory is in our own surroundings what's more students who have long after this pandemic rarely have activities outside school with their peers, in in-depth interviews the teacher thinks this can make students more enthusiastic and interested in learning geography directly outside the school that is not limited by the room.

Based on Table 1 point 14, teachers' perceptions that learning in Baluran National Park can increase students' curiosity about geography lessons. Most of the 56.3% agreed, 31.3% strongly agreed, 6.3% hesitated, and 6.3% disagreed. The presence of 6.3% of teachers who expressed doubt and 6.3% who disagreed indicates a variation in perception. Based on the in-depth interviews, teachers were concerned about having difficulties in effectively implementing learning experiences in Baluran National Park within the existing geography curriculum and felt that limited resources, time, or support could hinder their ability to make such experiences an effective means of increasing student interest and some thought that in-class resources or activities could be more successful in achieving such goals than spending time outside the classroom. However, the focus on the majority of positive responses suggests that the learning experience in Baluran National Park has the potential to enrich students' understanding and interest in geography. This indicates that using the natural environment as a learning resource can be an effective strategy to increase students' engagement and interest in learning a particular subject matter, in this case, geography. In conclusion, the majority of teachers see learning in Baluran National Park as an effective means to increase students' interest and curiosity in geography, although there are a small number who have a different view.

Based on Table 1 Point 15, teachers' perceptions in the utilization of Baluran National Park learning resources can enrich geography learning materials in class XI, especially on biodiversity material. Of the 16 teachers, 68.8% strongly agreed and 31.3% agreed. A very high percentage of teachers who strongly agree (68.8%) indicates a strong level of confidence in the potential of Baluran National Park as a valuable learning resource to complement and enrich biodiversity material in the geography curriculum of grade XI. By utilizing real and contextual natural resources such as Baluran National Park, teachers have the opportunity to bring a deep and memorable learning experience to their students. They can use the biodiversity present in Baluran National Park as a hands-on case study that allows students to understand geography concepts in a more concrete and real-world relevant way. Thus, the questionnaire and interview results show that the teachers feel that the utilization of learning resources from Baluran National Park is not only useful, but also essential in enriching the learning experience of grade XI geography, especially in studying biodiversity material. This shows the importance of integrating field experiences and natural resources in geography teaching to improve students' understanding and appreciation of geography concepts.

Based on Table 1 Point 16, 50% strongly agreed that the utilization of Baluran National Park as a learning resource can support students' learning achievement, 43.8% agreed and 6.3% expressed doubt. Based on in-depth interviews, some respondents were unsure whether utilizing the national park as a learning resource would provide significant direct benefits for learners. They felt that other alternatives in learning are more reliable or more efficient as learning outside the classroom is difficult to control. Overall, the data shows that the majority of people have a positive view of utilizing Baluran National Park as a learning resource. However, it is important to pay attention to the minority percentage who are still doubtful or undecided, and to make further efforts to communicate the benefits and educational value of utilizing the park.

### **Relevance between objects found in Baluran National Park with Geography Learning Materials**

Based on Table 2, from the results of calculating the diversity of flora, fauna and tourist attractions found in Baluran National Park which corresponds to the high school Geography subject, it can be seen that the diversity of flora, fauna and tourist attractions found in Baluran National Park is mostly relevant to the subject Geography, and in part, is very relevant to the diversity of flora, fauna and tourist attractions found in Baluran National Park.

Table 2.

Relevance between objects found in Baluran National Park with Geography Learning Materials

| No. | Statement                                                                                                                               | Very Relevant (%) | Relevant (%) | Doubtful (%) | Not Relevant (%) | Very Irrelevant (%) |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|--------------|------------------|---------------------|
| 1.  | Relevance between the flora found in Baluran National Park with Geography Learning Materials on Biodiversity Material.                  | 62.5              | 37.5         | 0            | 0                | 0                   |
| 2.  | Relevance between the fauna found in Baluran National Park with Geography Learning Materials on Biodiversity Material.                  | 62.5              | 37.5         | 0            | 0                | 0                   |
| 3.  | Relevance between the Diversity of Tourism Objects in Baluran National Park with Geography Learning Materials on Biodiversity Material. | 43.8              | 56.3         | 0            | 0                | 0                   |

Source: Researcher's Processed Results (2024)

## Supporting and Hindering Factors of Baluran National Park as a Geography Learning Resource

In the process of utilizing the Baluran National Park as a learning resource, there are supporting and inhibiting factors.

### *Supporting Factors*

Where supporting factors are situations that support the implementation of the teaching and learning process by utilizing the Baluran National Park. In this supporting factor, all the potential of Baluran National Park is a supporting factor for the utilization of Baluran National Park as a learning resource. Based on data processing in Table 3. on supporting indicators of Baluran National Park as a Learning Resource shows 62.5% of the physical condition of Baluran National Park is very supportive of being used as a learning resource, and 37.5% think that the physical condition of Baluran National Park supports being used as a geography learning resource. In the indicator of facilities and infrastructure obtained by 62.5% of facilities and infrastructure of Baluran National Park is very supportive to be used as a learning resource, 37.5% stated that they support the facilities and infrastructure of Baluran National Park as a learning resource. On the indicator of the availability of sources, 56.3% of sources in the Baluran National Park area are very supportive, as many as 43.8% support the availability of sources in Baluran National Park, Broadly speaking, Baluran National Park can be used as a learning resource.

Table 3.  
Supporting Factors for Utilizing Baluran National Park as a Geography Learning Resource

| No. | Statement                        | Very Supportive (%) | Support (%) | Enough Support (%) | Not in Favor (%) | Very Unfavorable (%) |
|-----|----------------------------------|---------------------|-------------|--------------------|------------------|----------------------|
| 1.  | Physical Condition               | 62.5                | 37.5        | 0                  | 0                | 0                    |
| 2.  | Facilities and Infrastructure    | 62.5                | 37.5        | 0                  | 0                | 0                    |
| 3.  | Availability of resource persons | 56.3                | 43.8        | 0                  | 0                | 0                    |

Source: Researcher's Processed Results (2024)

### *Inhibiting Factors*

Inhibiting factors are factors that make it difficult to make Baluran National Park a learning resource. Based on Table 4, the school's internal conditions in supporting the learning process outside the classroom, as well as the teacher's background that can affect their competence and experience are obvious inhibiting factors. School internal conditions have different barriers, not only the distance or location of the school with Baluran, but licensing, time and academic calendar are also obstacles felt by each school. It can be seen that it is quite difficult to match the time and academic calendar in its implementation, because to utilize Baluran as a learning

resource requires implementation time that enters during class hours, so it requires and takes long lesson hours that will have an impact on other subjects.

Table 4.

Factors inhibiting the utilization of Baluran National Park as a Geography Learning Resource

| No. | Statement            | Very Inhibiting (%) | Inhibit (%) | Sufficiently Inhibiting (%) | Not Inhibit (%) | Not Very Inhibiting (%) |
|-----|----------------------|---------------------|-------------|-----------------------------|-----------------|-------------------------|
| 1.  | School Licenses      | 18.8                | 37.5        | 43.8                        | 0               | 0                       |
| 2.  | Transportation Costs | 6.3                 | 37.5        | 56.3                        | 0               | 0                       |
| 3.  | School Distance      | 6.3                 | 43.8        | 50                          | 0               | 0                       |
| 4.  | Implementation Time  | 6.3                 | 56.3        | 37.5                        | 0               | 0                       |

Source: Researcher's Processed Results (2024)

## Discussion

### Analysis of the Utilization of Baluran National Park as a Geography Learning Resource

This subsection should analyze how Baluran National Park can be effectively used as a learning resource in geography. Begin by discussing how teachers and students perceive the potential of Baluran for geography education. Include comparisons to previous research, such as findings from (Wulandari et al., 2023). which indicate that the environment close to the school can effectively be optimized as a learning resource, and how these align or differ from the results of this study. Highlight how the diversity of flora and fauna and the preserved ecosystem in Baluran National Park support hands-on learning, fostering a stronger environmental awareness among students. Discuss any unique perspectives gathered from teacher interviews regarding how this particular environment aids in achieving learning outcomes, such as increased knowledge, competence, and environmental appreciation. The nature-based environment can be utilized as a learning resource. Learners do not need to go far, spend expensive costs, the environment close to the school can be optimized as a learning resource. By using the natural environment as a learning resource, educators will find it easier to explain learning materials by using everything that is in nature, students will better understand the material being studied through direct observation in the natural environment using the five senses (Kahn & Kellert, 2020). In addition, the benefits of using the natural environment in learning can develop the potential of students in terms of self-control, increasing self-confidence, increasing intelligence, creativity, supporting the development of interests, talents, cognitive, and social life in interacting with friends, educators, and the surrounding community (Nimas & Monika, 2020).

## **Relevance Between Objects Found in Baluran National Park and Geography Learning Materials**

In this section, provide an analysis of the relevance of Baluran National Park's physical and non-physical features—topography, hydrology, climate, and biodiversity—to geography curriculum materials. Explain how these natural resources align with specific geography topics (e.g., ecosystems, biodiversity, climate) that students are expected to study. Compare the findings with those of (Thompson & Brown, 2022), who argue that meaningful learning resources encompass real-world experiences. Emphasize how the National Park's features offer tangible examples for students to observe and study, enhancing understanding through direct interaction with nature. Describe any differences or enhancements over previous research that make Baluran National Park a unique resource for geography education.

## **Supporting and Hindering Factors in the Utilization of Baluran National Park as a Geography Learning Resource**

Identify both the factors that facilitate and those that hinder the effective utilization of Baluran National Park. Supporting factors might include teachers' knowledge of the park and their understanding of learning resources, while hindering factors may involve logistical constraints, resource limitations, or gaps in teachers' familiarity with the environment. Compare these findings with other studies, such as Azmin et al (2022), which found that the local environment can be engaging and accessible, but only if teachers are adequately prepared to use it effectively. Mention any differences in how teachers perceive their role in integrating Baluran National Park into their lessons, including challenges they face in fully optimizing this learning resource.

## **CONCLUSION**

The use of Baluran National Park as a learning resource according to the perception of SMAK Penabur Jakarta geography teachers shows positive results. This is also strengthened by the teacher's perception of the relevance of the objects in Baluran National Park to the lesson material, supported by several other supporting things are found in Baluran National Park, although there are still several notes in the form of obstacles in using Baluran National Park as a learning resource. Based on teachers' perceptions of the use of Baluran National Park as a learning resource, it can be concluded that most teachers assume that the use of this national park can provide direct and concrete learning experiences, increase insight, and improve students' interest and understanding in geography learning, especially in biodiversity material. In addition, teachers also believe that learning in Baluran National Park can increase students' awareness and concern for the environment, strengthen interactions between students and teachers, and reduce boredom in class. Most teachers also believe that the use of Baluran National Park can enrich learning materials and support the achievement of students' basic competencies,

although there are several challenges that need to be considered in its implementation.

Based on the results of calculating the diversity of flora, fauna, and tourist attractions in Baluran National Park, it can be concluded that most of these objects are relevant to Geography learning materials, especially in biodiversity material. Most respondents stated that the flora and fauna in Baluran National Park are very relevant to the material, while the existing tourist attractions are also considered relevant although with a slightly lower percentage. This shows that Baluran National Park has great potential to be used as a learning resource in Geography learning in high school.

Based on the research results, the supporting and inhibiting factors in the utilization of Baluran National Park as a source of Geography learning show a clear picture. The main supporting factors are the physical condition of Baluran National Park, the available facilities and infrastructure, and the existence of resources that strongly support and support the utilization of Baluran National Park as a source of learning, with most respondents giving a positive assessment. However, there are several inhibiting factors that need to be considered, such as school permits, transportation costs, distance to school, and implementation time which are quite inhibiting the utilization of Baluran National Park. These obstacles are mainly related to the difficulty in adjusting the implementation time with the academic calendar and logistical problems that can affect the smoothness of learning outside the classroom.

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