

ABSTRAK

KENDALA DALAM PEMBELAJARAN GEOGRAFI PADA MATERI SISTEM INFORMASI GEOGRAFIS (SIG) DI SMA KOTA METRO

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Pembelajaran Geografi pada materi Sistem Informasi Geografis (SIG) memiliki peran penting dalam mengembangkan kemampuan berpikir spasial dan literasi teknologi siswa SMA. Namun, implementasi pembelajaran SIG di sekolah masih menghadapi berbagai kendala, seperti perbedaan kesiapan guru, karakteristik dan motivasi belajar siswa, serta keterbatasan sarana prasarana. Kondisi tersebut berdampak pada rendahnya ketercapaian tujuan pembelajaran SIG, khususnya di SMA Kota Metro, sehingga diperlukan penelitian untuk mengidentifikasi permasalahan yang terjadi secara mendalam.

Penelitian ini menggunakan pendekatan kualitatif dengan desain multi situs yang dilaksanakan di MAN 1 Metro, SMA Muhammadiyah Ahmad Dahlan Metro, dan SMA Negeri 3 Metro. Partisipan penelitian meliputi guru Geografi dan siswa. Teknik pengumpulan data dilakukan melalui wawancara mendalam dan observasi pembelajaran. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa kendala pembelajaran SIG bersumber dari tiga aspek utama. Pada aspek guru, kendala berupa keterbatasan keterampilan teknis dalam penggunaan perangkat lunak SIG akibat minimnya pelatihan dan dukungan profesional. Pada aspek siswa, rendahnya pemahaman konsep dan motivasi belajar disebabkan pembelajaran yang cenderung teoretis dan minim praktik. Sementara itu, pada aspek sarana prasarana dan dukungan kelembagaan, keterbatasan fasilitas komputer, perangkat lunak SIG, serta belum optimalnya kebijakan sekolah dan peran MGMP turut menghambat pelaksanaan pembelajaran SIG secara efektif.

Kata kunci: Kendala Pembelajaran, Pembelajaran Geografi, Sistem Informasi Geografis (SIG).

ABSTRACT

OBSTACLES IN LEARNING GEOGRAPHY ON GEOGRAPHIC INFORMATION SYSTEM (GIS) MATERIAL IN METRO CITY HIGH SCHOOL

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Geography learning, particularly on Geographic Information Systems (GIS) topics, plays an important role in developing students' spatial thinking skills and technological literacy at the senior high school level. However, the implementation of GIS learning in schools still faces various challenges, including differences in teacher readiness, student characteristics and learning motivation, as well as limited facilities and infrastructure. These conditions have contributed to the low achievement of GIS learning objectives, especially in senior high schools in Metro City, thus necessitating an in-depth investigation. This study employed a qualitative approach with a multi-site research design conducted at MAN 1 Metro, SMA Muhammadiyah Ahmad Dahlan Metro, and SMA Negeri 3 Metro. The research participants consisted of geography teachers and students. Data were collected through in-depth interviews and classroom observations. The data were analyzed using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. The findings indicate that the obstacles in GIS learning originate from three main aspects. First, teacher-related factors include limited technical skills in using GIS Software due to insufficient training and professional support. Second, student-related factors involve low conceptual understanding and learning motivation, as GIS learning tends to be theoretical with minimal practical activities. Third, limitations in facilities, infrastructure, and institutional support such as inadequate computer availability, lack of GIS Software, and suboptimal school policies and MGMP programs also hinder the effective implementation of GIS learning.

Keywords: Learning Constraints, Geography Learning, Geographic Information Systems (GIS).