

## GEOGRAPHY TEACHERS' INSTRUCTIONAL STRATEGIES TO PROMOTE EFFECTIVE LEARNING

Ratih Puspita Dewi<sup>1</sup>, Rose Anna Anggun Fajariyah<sup>2</sup>, Roby Hermawan<sup>3</sup>

<sup>123</sup> Departement of Geography Education, Universitas Muhammadiyah Surakarta, I. A. Yani,  
Mendungan, Pabelan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah

Corresponding author: [rpd229@ums.ac.id](mailto:rpd229@ums.ac.id)

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### ABSTRACT

*Instructional strategies hold an important role in teaching and learning, therefore knowing teachers' instructional strategies is important to make recommendation of how teachers should be trained. This study aimed to know the geography teachers' instructional strategies for effective learning and the problem to achieve it based on gender. The subject of this study was all geography teachers in Surakarta. The collecting data method was using a questionnaire. The result showed that the geography teacher suggested that effective learning in geography could be work when the students were given the information about the objective of the instruction and made them involved in the instructional planning and materials modification, it was also recommended that students had the choices about the task or assignment and that they had open access to update information in various subject. The main problem to applied independent learning was classroom size, time allocated, access to information, and not suitable for dull students.*

**Keywords:** *geography teacher, instructional strategies, effective learning*

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### INTRODUCTION

Instructional strategies hold an important role in the teaching and learning process. Furthermore, learning strategies gain its role as a tool to support effective learning (Ou Lydia, 2009). Teachers have to arrange instructional strategies to support effective learning among the students. For pedagogic purposes strategies requisite some criteria which are should be problem-oriented, there are alternatives in the subject, in a conscious condition, can be described clearly and effectively (Michael, 2008). Instructional strategies that follow the recent methods give the chance to understand the correlation between knowledge, continuing information, inference, however a stimulation for cognitive of autonomous learning and support the self-confidence of the students (Ramona, 2014). Furthermore, it is

found that the interaction between teachers and students had significant influences (Benazir, 2019). It was also said that nowadays students need to be prepared for the new conditions, students development in learning processes as a learner as essential as knowing the knowledge it requires the students to have the assignments to improve their capability while growing the understanding in the subject matter (Leat David et al, 2007). However, many teachers still depend on the traditional method of teaching rather than new ones and only delivering facts (Yee Sze, 2008)

Innovative approaches need to be applied to help students improve their knowledge (Alison J, 2014). Students are proposed to be critical and active as a learner in the classroom and they should not passively receive the knowledge (Joop, 2010). In geography learning, pupils should be able to employ their geographical knowledge to recognize their own everyday lives and practice it to make the situation work as they desire, to make solution and development, and to know what to do in different conditions and places (Fer, It al, 2014). For several decades the way to developing geography education by teachers' preparation has become the main interest (Jerry T, 2017). The effort to increasing educational outcomes required work from many outlooks (John, 2013). To create good classroom activities the teachers must understand how the students learn (Inga Stall et al, 2018). The outcomes of learning and the interaction between teachers and students as the main point of teaching and learning could be used to know the quality of the school (Clive, 1995), furthermore learning strategies may be treated as one of the quality indicators in education (Age, 2008). Knowing teachers' strategies profile is essential also to make a recommendation of how teacher training should be (maile, 2019). Moreover, geography education has little empirical data that could support decision making in teaching strategies (Roger M, 2007).

The method used to create a learning environment in Geography should involve the students in the learning process (Yee Sze, 2008). Moreover, active learning happens when students have participated when the learning process occurs (David A, 2018). Teacher's decisions on how a class would be are important in the case of creating effective learning among the students. There is a link between learning strategies used and student achievement, as stated that the correlation between academic achievement and the learning strategies used by the teachers has been broadly recorded (Ou Lydia, 2009). All in all, in can be conclude that the main issue in geography teaching and learning was the limitation of empirical data of how instructional strategies should be implemented especially in senior high school. Geography curriculum in Indonesia showed that the higher education level the higher competency should be achieved by the students. This high demand should be followed by the appropriate teaching strategies by the geography teachers to create the effective teaching and learning. Some researchs have focused on teaching strategies however, some of them targeted in middle school level such as Clara (2020), other was focused on university level (Benhart and Benhart Jr, 2015) hence, this study focused on senior high school level.

## METHOD

This study was done to examine how geography teachers supporting effective learning in their classroom especially in senior high school and the difficulty to achieve it. The subject of this study was all geography teachers at senior high school in Surakarta, Central Java, Indonesia who were involved in a geography teacher association called Musyawarah Guru Mata Pelajaran Geografi (MGMP) in Surakarta. In this study the number of geography teachers who filled out the questionnaire was 32 teachers. The teachers consist of various age groups and teaching experience in Surakarta. The data collecting method was using questionnaires adopted from Amos et al (2015) that consist of 25 questions. Every teacher spent around 15-20 minutes to fill out the questionnaire. The questionnaire was paper-based. The analysis technique used descriptive statistics such as mean, normality, and homogeneity test, and t-test, then using mann whitney test to know the correlation between gender and instructional strategies. In this study, the mean criteria were adopted also from Amos et al (2015).

## RESULT AND DISCUSSION

### 1. Gender and instructional strategies

Table 1. Geography teachers' Way of Instructional Strategies To Support Effective Learning

No.	Statement	Male Mean	Female Mean
1.	The subject content is communicated to the students at the beginning of the term	3,67	3,67
2.	Students are given information about learning objectives at the start of the lesson	3,63	3,67
3.	Students partake in planning for instruction and in improvisation of subject materials	2,63	2,67
4.	Teachers strengthen interactive exploration and discussions rather than taking notes	4,93	3,4
5.	Teacher-student classroom interaction patterns are democratic	3,48	3,44
6.	Teachers do not like their ideas to be challenged by the students	2,70	3,00
7.	The teacher controls all class activities	1,93	1,78
8.	Paired work is encouraged by teachers in the lesson delivery	3,00	3,11
9.	Collaborative assignments are given to students by the teachers	3,26	3,11
10.	Students have a choice in the evaluation or task they have to do	2,74	2,78
11.	Students have always passed their examinations by reproducing what the teacher explains in the students' notes.	2,19	2,11
12.	There is wide coverage of learning content by teachers	3,00	3,11
13.	Students have open access to information in the library	3,52	3,22
14.	The library holds current information on various subject	3,44	3,22
15.	Students have limited access to information on the internet	2,70	2,56
16.	Description of lesson explanation is the one that supports the ability of the students	3,19	2,89

Research based-instructional strategies bring a significant impact on students learning and achievement, it can be used by the teacher from every stage and subject in education (Fox, 2014). In educational research, gender has become such an interesting topic that has grown rapidly. Some of them were focusing on job satisfaction (Oshagbemi, 2000), Decision making (Grinshtain, and Addi-Raccah, 2020., Al Naumi, et all, 2020), and gender equality in education (Brundrett and Thuy, 2018., Kirk and Napier, 2009., and Sperandio and Kagoda, 2009). In this section, the study was focusing on geography teachers' instructional strategies' decision making. It was known that the teachers' choice of instructional strategies has an essential role in the success of the teaching and learning process (Morine-Dershimer, 1983). Table 1 shows that to promote effective learning, geography teacher both males and females would inform the content for the lesson at the start of the term, later the teacher would tell the students about specific aims of every period at the beginning of class. These findings in line with Nora, et all, (2012) that one of the characteristics of effective learning was giving a groundwork of teaching in the beginning of every learning activity. Schumacer, et all (2015) stated that successful teaching strategies occur when teachers comprise instructional objectives, learner activities, and evaluation in their lesson plan, furthermore, teachers need to give attention to students learning style and materials structure. Both teachers agreed that students were involved in the preparation instructions and modifications of the materials and the situations of class should be democratic, this result are align with some of Port Of Los Angeles High School (POLAHS) Pillars of Effective Teaching published by Holzman and Scotti (2013) which is in the student interaction pillar all student involved and dealt adequately. Additionally, to conduct effective teaching, community participation and support are necessary (Al Barwani et all, 2015). The next coincidence is that every student should have a choice in the task to carry out. In this part, the teacher should have the autonomy to choose the appropriate evaluation method for the students that adapted to the teaching method and learning objective (Saed and Siangyun, 2018). However, it was also found from the table that male teachers preferred that they stimulated students to do interactive discussions and explorations much higher than female teachers. It was worked also in the other statement that male teacher had higher means score compared to the female teacher as followed collaboration practice were given by the teachers, by creating notes students would always pass the examinations, students had open access to the library to the library' information, and the teaching method should strengthen the students' skill. However, female teachers have a higher score than male teachers had in some statements which were female teachers would rather that their ideas were not challenged by the students, the teachers should support paired work in their teaching, and learning content had in-depth coverage. The statistic test showed that there was a correlation between gender and the way to support instructional strategies among geography teachers.

## 2. Gender and problems in teaching and learning

Table 2. Problems in implementing an independent learner in Geography

No.	Statement	Male Mean	Female Mean
17.	The difficulty to know students ability	2,33	2,22

No.	Statement	Male Mean	Female Mean
18.	There is no specific procedure	2,41	2,44
19.	The jurisdiction of the teacher is diminished	2,63	2,11
20.	More complex demand of teaching preparation	2,67	2,44
21.	The difficulty to know learning progress because of big size class	2,85	2,78
22.	The allocated time per week for each subject may not enough to apply the new method	2,74	2,67
24.	Few teachers are trained to administer the method	2,67	2,44
24.	The unreadiness open access to information for Innovative learning	3,00	2,78
25.	Not suitable for dreary students	2,63	2,89

Table 2 shows the general problems found by the teacher when enforcing an independent learner in Geography between male and female geography teachers. There were some striking agreement differences between the teachers which were male teachers thought that independent learners would decrease the teachers' authority, it required a lot from the teachers and teachers who were trained in this teaching type were few, on the other hand, the female teacher did not take this as the problems. It was known that creating effective learning activities is not an easy task for the teacher (Feryal, 2016., Kara, 2006). Both teachers agreed that the problem putting an independent learner in action was the class size may prohibit monitoring the learning progressions, the time available would not suitable to applied this method, open access to information may not be ready and it may not appropriate for dull students. Even though the differences between male and female teachers were striking, the statistical test showed that there was no correlation between gender and the problem in implementing an independent learner among geography teachers. In the same way, teachers believe in organizing learning activities do not relate to gender (Ergun, 2013).

### 3. Discussions

Teachers' teaching strategies are an essential part of the classroom. The role of the teacher to organize classroom practices is essential, to support teachers conduct effective instructional strategies it is important to gain their motivation and teacher training (Slegers et al, 2014). Effective teaching strategies help the student to achieve better skills (Jan, 2013., Joop, 2006., Roy and Jan, 2002). Teachers could administer an appropriate teaching method by experience to be a student so they could carry out the teaching and learning method better (Saed and Siangyun, 2018) it is because they know how it feels to be a learner. Furthermore, to be successful in applying instructional strategies every school should have an instructional leader, in this issue, the school principal automatically become the instructional leader who should know whether the teachers' instructional strategies are sufficient or not (Holzman and Scotti, 2013). Moreover, the principal's managerial system and competence had a significant impact on student achievement (Irmawati, et all, 2019). So, teaching strategies evaluation is such an important part to do (Kerr and Murphy, 2003). There were significant differences between male and female teachers' about the ideas of instructional strategies in geography. However it can be concluded that instructional strategies for effective geography teaching and learning based on the geography teachers

disposition were: (1) informing the subject content at the start of the term (2) giving the students information about the specific goal at every start of the lesson (3) students take part in instructional planning and material modification (4) Supporting interactive discussion and exploration (5) making classroom pattern democratic (6) The ideas of the teachers should not be challenged by students, (7) using paired work (8) giving students collaborative assignment (9) giving students choice about the task they achieve (10) in-depth coverage of learning content (11) open access to information from library (12) library should have update information in the diversified subject (13) limited access to information on the internet, (14) teaching method stimulates students' skill. Both male and female teacher believe that effective learning in geography should be done by the participation of the student in the planning of instructional strategies (Yee Sze, 2008, Mohd. Yusof, 2012) and materials and they also agreed that creating a classroom atmosphere democratic and interactive would encourage effective learning, furthermore library hold also an essential part to serve open access and provide contemporary issue in many subjects.

The main problem to implement independent learning in geography was the size of the class, the time to allocated this method, access to information, and not appropriate for dull students. This finding similar to Joel (2007) that one of the three active learning' barriers was students' characteristics. In the class size issue, it was described that learning activities could be more effective in small classes rather than big classes (Brock and Paul, 2002). It was also found that there were no significant differences between male and female teachers about the issue in applied this approach even though it was found that male teacher thought that it the authority of the teacher and the issue that the teacher who was trained to use this method was few were also the problems. On the other hand, it was argued that the teacher's role in conducting successful active learning was crucial in mediating learner and teaching methodologies (Liam, 2004). This study did not take teaching experience into account, so further study could be considering teaching experience as the variable to know how geography teachers decide classroom activities.

## CONCLUSION

All in all, it can be concluded that there were significant differences between a male and female teacher in the ideas of instructional strategies in Geography, however, it was found that geography teacher suggested that effective learning in geography could be work when the students were given the information about the aim of the instruction and made them involved in the instructional planning and materials as stated that the process of effective learning occurs when there are interaction and participation between teachers and students in the learning process (Yee Sze, 2008, Mohd. Yusof, 2012), it was also recommended that students had the choice about the task or assignment and that they had open access to update information in various subject. The main problem to applied the independent learner was classroom size, time allocated, access to information, and not suitable for dull students. In this issue there no significant differences between male and female teachers.



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