



# Constraints in the Utilization of Map and Globe Media in Geography Learning

Fawziah Zahrawati B<sup>1\*</sup>, Andriani<sup>2</sup>, Asrikayana<sup>3</sup>, Darma<sup>4</sup>, Agustina<sup>5</sup>, Aslam Raja Purwanto<sup>6</sup>

<sup>1,2,3,4,5,6</sup> Social Science Education, Institut Agama Islam Negeri (IAIN) Parepare, Parepare, Indonesia.

## Article Info

Received: January 18, 2023

Revised: January 29, 2023

Accepted: February 5, 2023

Published: February 28, 2023

Correspondence:

Phone: +628333020205

**Abstract:** Learning media is one component of the learning process used by teachers in the classroom. Students will understand learning more easily when using media compared to not. This study aims to examine the implementation of the use of map and globe media, the obstacles in using map and globe media in geography learning and the solutions to these obstacles. This research is qualitative research conducted at UPT SMA Negeri 3 Parepare, South Sulawesi, Indonesia. Data collection techniques, including interviews, observation, and documentation. The data validity was obtained through triangulation of theories, methods, and sources. This study found that the use of map and globe media in geography learning can improve students' understanding of regionalism, but there are some students who are still constrained in understanding the use of maps and globes. This relates to student learning styles. This obstacle is related to the availability of graphic media, teacher skills in utilizing instructional media, and teacher preparation in understanding each student's learning style. To get out of these obstacles, a teacher is expected to have skills in choosing the right media and methods by considering the diversity of student learning styles and the learning facilities owned by the school.

**Keywords:** Globe, Learning Media, Maps, Obstacles

**Citation:** Zahrawati B, F., Andriani, A., Asrikayana, A., Darma, D., Agustina, A., Purwanto, A. R. (2023). Constraints in the Utilization of Map and Globe Media in Geography Learning. *Mandalika Journal of Social Science*, 1(1), 1-6.

## Introduction

Learning media is a part of communication, where the media plays a role in carrying a message that comes from one communicant to another. Media is included in one tool and materials in a learning process (Akrim, 2018; Ediyani et al., 2020). In the perspective of Kemp and Dayton regarding learning media, including conveying messages in the learning process, it can be more standardized, as learning is more interesting and more interactive. Using media in all learning processes is still necessary by every teacher. In line with the learning paradigm, where it is important to use

student-centered learning media. The teacher acts as a guide and facilitator rather than a communicator of information or as the sole source of information. However, there are several things that need to be considered when using materials or media. For example, the material/media used is under the needs of the subject, the learning components and the characteristics of achieving learning objectives (Putri & Citra, 2019; Zahrawati, 2020).

As in studying geography subjects which are basically studying a spatial aspect of the earth's surface that represents regional variations in all natural phenomena and human life. Therefore, learning

\*Corresponding Author Email: [fawziahzahrawatib@iainpare.ac.id](mailto:fawziahzahrawatib@iainpare.ac.id)

geography at school supports studying geography, including spatial, environmental, and regional aspects, and the subject of geography is the geosphere, which comprises the atmosphere, lithosphere, hydrosphere, and biosphere. So that things like that can be concluded and adjusted to the level of psychological development of students (Malau et al., 2022; Yli-Panula et al., 2020; Zid & Casmana, 2021).

There are two very important aspects in teaching and learning, namely teaching methods and teaching tools (media). The two are interrelated, the selection of a particular learning method affects the type of environment that is conducive to learning, there are also several aspects that must be considered in the teaching and learning process including learning objectives, types of activities and feedback that students must be able to overcome at the end of the course, learning environment and student characteristics must be specific and critical. But we can say that it is one of the most important roles of the media. Teaching as a learning tool influences the environment, nature, and the atmosphere in which the teacher-led and organized learning takes place (Hanifah, 2013; Zahrawati & Aras, 2020).

From previous research it was found that the use of media is very important in supporting the learning process so that it is easier to understand and makes the conditions in the classroom more focused (Marpanaji et al., 2018). The availability of learning media is important during learning because media in education is a tool used as a means of communication and the aim is to increase effectiveness in the teaching and learning process (Ulfa & Purnamaningsih, 2022). Learning media can support the learning process (Yamin & Sahrul, 2021). What the teacher describes can be more interesting if it is supported by the media. Media can also support the learning process. Apart from that, the media itself is categorized into several things according to its nature. (1) Audio media, for example, listening to media. (2) Visual media, namely media as images. (3) Audiovisual media, for example, media as videos. Using media is necessary to support the learning process (Malau et al., 2022). Using media becomes clearer when in geography lessons, it can describe geographic content in relation to geosphere events. These media are also needed to support geography learning activities, such as maps, globes, and atlases (Sawiji & Parman, 2015).

One subject that really needs learning media is geography (Yamin & Sahrul, 2021; Arrasyid et al., 2019). Learning media that is often used is as maps or other tools that assist teachers in providing learning in the classroom (Magdalena et al., 2021). This was also done at UPT SMA Negeri 3 Parepare during the learning process, where there were facilities provided

by the school during the learning process such as maps and globes which would assist teachers in providing learning to students.

At UPT SMA Negeri 3 Parepare, based on the interview results it was obtained that UPT SMA Negeri 3 Parepare had used map and globe media in the classroom with the aim that students would more easily and understand using maps because the facilities from the school had been to provide this. Although there are some students who could not determine the coordinates on the map and the media used is dominant, namely maps because the map material is only in class X, so the teacher must be good at giving explanations that are easy to understand for students (Interview with geography teacher at UPT SMA Negeri 3 Parepare, November 7 2022). Based on this, this study aims to examine the implementation of the use of map and globe media, the obstacles in using map and globe media in geography learning, and the solutions to these obstacles

## Method

This study uses a qualitative approach by analysis, which can produce descriptive data. Here, it examines the implementation of the use of map and globe media, the obstacles in using map and globe media in geography subjects, and the solutions to these obstacles. The informants for this study were geography teachers and students at UPT SMA Negeri 3 Parepare. Data collection techniques are interviews, observation, and documentation. The instruments used are interview guidelines, observation guidelines, and documentation guidelines. To obtain the validity of the data, triangulation was carried out on theories, methods, and sources. The data is then analyzed, reflected, read, described, explained, interpreted, and finally presented the research results (Creswell, 2013).

## Result and Discussion

### *The use of maps and globes as learning media*

The role of the media in the teaching and learning process is an integral part that cannot be separated from the world of education. Learning media is something that can convey a message from the sender to the recipient to stimulate thoughts, concerns, feelings, and interest in learning. (Magdalena et al., 2021). Because the use of tools is an important part of learning. Learning tools that apply to students can improve students' ability to receive information from teachers (Nancarrow, 2009). Using educational materials increases student interest (Parwata & Sudiarmika, 2020; Hadiningsih & Sariyani, 2020).

Basically, learning geography is a study that discusses geographical symptoms that are spread throughout the earth's surface to give students an understanding of the position of these symptoms. Geography can be taught in various ways, for example in class or debriefing and discussion. Geography lessons are most effective when a teacher uses visual aids. This is under several research results which show that learning outcomes will be better if learning media are used correctly and appropriately (Adyatma et al., 2017).

It has been obtained that learning media is very important in supporting the teaching and learning process, geography teachers at UPT Negeri 3 have implemented the use of map and globe media. They have implemented both, as revealed by the geography teacher at UPT SMA Negeri 3 Parepare. Because this is also a supporting factor for schools that have facilitated schools by preparing learning media in class. In teaching the use of maps, some students are responsive in understanding some are lacking. So that this is one obstacle faced by teachers at UPT SMA Negeri 3 Parepare in teaching it. Because material about maps or territoriality is only available in class X, the teacher must be more extra in providing understanding to students. The geography teacher explains by using a regional map according to the material in the book, where students will be asked to show the geographical location of the Asian continent as the indicator goals to be achieved. But in fact, some students do not know how to read or look at maps. So that geography teachers at UPT SMA Negeri 3 must have an accurate strategy in providing understanding to students with the aid of media maps. Because geography lessons deal with nature and natural life, a geography teacher must include teaching materials to motivate students to learn. Teachers must be creative and able to adapt to the environment to facilitate learning effectively in connection with the explanation above it has been obtained that learning media is very important in supporting the teaching and learning process, geography teachers at UPT Negeri 3 have implemented the use of map and globe media. They have implemented both, as revealed by the geography teacher at UPT SMA Negeri 3 Parepare. Because this is also a supporting factor for schools that have facilitated schools by preparing learning media in class. In teaching the use of maps, some students are responsive in understanding some are lacking. So that this is one obstacle faced by teachers at UPT SMA Negeri 3 Parepare in teaching it. Because material about maps or territoriality is only available in class X, the teacher must be more extra in providing understanding to students. The geography teacher explains by using a regional map according to the material in the book,

where students will be asked to show the geographical location of the Asian continent as the indicator goals to be achieved. But in fact, some students do not know how to read or look at maps. So that geography teachers at UPT SMA Negeri 3 must have an accurate strategy in providing understanding to students with the aid of media maps. Because geography lessons deal with nature and natural life, a geography teacher must include teaching materials to motivate students to learn. Teachers must be creative and able to adapt to the environment to facilitate learning effectively (Hadiningsih & Sariyani, 2020).

In studying the surface of the earth as maps, atlases and globes, the experience begins with the introduction, reading (maps) and choosing to make maps based on the level of learning. Students are trained to recognize, choose, make, read and understand the use of maps, atlases and globes. In addition, teaching materials for geography also demand the availability of learning resources as media that can present dynamic processes and changes in nature. For example, a map or globe (Mauliza et al., 2022).

A teacher can choose to use or adapt the media properly to be used. Teachers play an important role in learning because they are the key to learning. At all levels of education (secondary school), teachers play an important role in student learning. The ability of a teacher to present learning contributes to the achievement of learning objectives, meaning that the use of learning by the teacher directly determines the success of the learning process (Keiler, 2018).

Providing learning materials through the right media can help students in the learning process and help them stay motivated in the learning process. Delivery of learning materials through the media has many advantages compared to word of mouth. It becomes clearer and easier for students. Media also helps students to be more creative, focus on academic issues, present information, motivate and persuade, and motivate and facilitate information (Puspitarini & Hanif, 2019).

Even in geography learning, the teacher plays a central role in providing information, skills, and guiding student learning. Thus, for the curriculum to be successful, teachers need to have certain knowledge and skills (AACTE & P21, 2013). So far, the challenge in learning geography is that every geography subject is not taught with interesting methods, models, and data. Teachers usually only deliver conventional learning material. As a result, geography is often boring and not very interesting for students to learn, which ultimately leads to poor academic performance.

The success of a teacher in providing learning if students can understand what has been conveyed

(Soares, 2015). This was done by the geography teacher at UPT SMA Negeri 3 Parepare that the benchmark can the geography teacher was to give an assignment as a map-making project drawn on cardboard, as a form of whether or not the students understood.

#### *Constraints in using map and globe media in geography learning*

The basic tools for studying geography are maps, atlases, and globes. The experience begins with an introduction, reading (map) and choosing to make a map based on education level. Students learn to identify, read, select, create, and use maps, atlases, and globes. In addition, learning geography also requires the availability of learning resources as an environment that can show dynamic activities and changes in nature. The learning environment allows the learning process to encourage students to think creatively about learning activities and make learning more effective in the right environment (Hadiningsih & Sariyani, 2020).

Based on the results of research at UPT SMA Negeri 3 Parepare, it can be described that the use of map and globe media has been applied. Schools have facilitated such as having maps and globes as learning media which can facilitate students in supporting their learning process, but this is not commensurate with the existence of these media because knowing, seeing and using maps in learning is difficult for students because there are students who do not understand on the explanation by the teacher, so the teacher must convey clearly to students who do not understand. This is an obstacle faced by geography teachers who must be more interactive in choosing the right learning method to use in class. Following are some obstacles to using map and globe media in geography learning at UPT SMA Negeri 3 Parepare.

First is the availability of graphic media. The availability of media at UPT SMA Negeri 3 Parepare only has a map and a globe and lacks other media. For the availability of media, there is such as a computer laboratory that can be used in geography lessons such as showing the maps, map components, shapes of maps and so on (Alfatikh et al., 2020).

The second is the teacher's skill in using media. The teacher's skills in using the media can still be said to be sufficient, because students are only explained while looking at the map to students. This is still not effective when carrying out learning like that. Students certainly will not understand.

Third is the use of media only on maps and globes. Using media in geography subjects is only map and globe media at UPT SMA Negeri 3 Parepare, which is used because the geography teacher plans to innovate by using digital maps. Where the media will use technology so that students are not out of date

because the times are all technologically no longer manual. Here, the innovation is by making a digital map using an application that has been installed on a laptop, which is commonly called a GIS (geographical information system). But there were obstacles when implementing this innovation because most of all class X students, where class X studied material on using maps, did not have a laptop. As for the offer from the geography teacher to use facilities at school, namely a computer laboratory to be used in making the digital map. However, the teacher thought that this was not effective because students could only access it when they were at school. The teacher wants that students can also access it when they are at home in order to train students to study at home using the application using a laptop.

Fourth is conformity with the level of thinking. The availability of map/globe media certainly helps students understand, but it is difficult for students to read and use maps in class, and some students do not understand the teacher's explanation. On the other hand, this is one of the teacher's problems/challenges.

Fifth is teacher preparation. In pedagogical practice, this is directly reflected in student lesson preparation, where the teacher chooses the right teaching method to apply in class based on the maps that students receive. In this course, no student understands the learning to be given. During the learning process, the teacher acts to prepare the teaching that will be given to students, which requires the teacher to choose the right teaching method to be applied in class based on the map learning materials that students will receive.

Some descriptions above regarding the obstacles that occur at UPT SMA Negeri 3 Parepare in using map and globe media in geography lessons, so teachers must have a strategy in seeing the conditions of students, must innovate in the learning process by choosing the right learning method to use in the classroom so that the constraints can be minimized.

#### *The solution to the constraints on using map and globe media in geography learning*

Based on research related to the obstacles in using map and globe media in geography learning at UPT SMA Negeri 3 Parepare that have been described in the previous discussion, and this discussion will provide solutions to these obstacles. Several solutions can minimize these obstacles. First, teachers need to optimize the use of media while still referring to competence and learning content and must pay attention to students' needs. Teachers must make various efforts to overcome obstacles to the use of media (Adyatma et al., 2017). Second, the teacher must have a strategy for learning in the classroom, whereby



using interactive learning methods and learning media maps can be even more innovative. Because the learning process must include learning materials that will increase students' interest in learning and help students better understand what they have learned (Nurlina et al., 2021).

Third, students who still do not understand reading, viewing or using maps must be further reviewed, given an understanding which can be as an approach to the student why the student does not understand it, there may be an error in explaining students. Fourth, the teacher must reduce lectures in the classroom, meaning that students must be more active. The teacher gives a map of the Asian continent that will be identified. From this identification, it can help the teacher know that the student already understands the use of the map.

Fifth, the teacher can give assignments as large project assignments to students in making maps, for example, maps of Indonesia, which can be made manually so that making these maps can increase student literacy in figuring out how to make maps. Sixth, in making a digital map, as stated by one of the geography teachers, it could not be implemented because there were obstacles by the students themselves, namely not having a laptop.

Seventh, teachers can use other media such as using atlases, digital map images, modules that explain the maps and so on. The existence of technology is very helpful in finding sources of learning media related to geography subjects. Eighth, the teacher must be able to organize different projects so that students can take part in learning. One of these methods is an alternative teaching method that can encourage students to be involved in the teaching and learning process (Rahmawati, 2016).

Therefore, the need for careful planning before starting learning to achieve a learning indicator. Based on this information, it is necessary to develop an activity that will make learning geography more interesting, that will broaden geography knowledge and help students explore geography more effectively (Kusnayati et al., 2021).

## Conclusion

Teachers must apply subject-specific skills and be able to apply teaching methods to different learning styles. The success of a teacher in providing learning if students can understand what has been conveyed. Utilization of map and globe media in geography learning can help students understand regional subject. However, this cannot be separated from the diverse characteristics of student learning. Teachers face the fact that there are still students who could not use maps

and globes in determining coordinates which affect their understanding of territoriality. Some students need other media, such as graphic media, but this is constrained by the learning facilities owned by students. Therefore, in solving this obstacle, teacher sensitivity is needed in understanding the diversity of student learning styles and choosing the right media and methods with the facilities.

## Acknowledgements

The researchers would like to thank the Head of the Social Sciences Education Study Program, Faculty of Tarbiyah IAIN Parepare for the support of this research, so that this research can be carried out properly.

## References

- AACTE & P21. (2013). Teachers for the 21st century. *Education, September*, 22–29. [http://www.oecd-ilibrary.org/education/teachers-for-the-21st-century\\_9789264193864-en](http://www.oecd-ilibrary.org/education/teachers-for-the-21st-century_9789264193864-en)
- Adyatma, S., Normelani, E., & Riadi, S. (2017). Kompetensi guru dalam pemanfaatan media pembelajaran geografi di sma negert kota banjarmasin. *JPG (Jurnal Pendidikan Geografi)*, 4(5), 1–19.
- Akrim. (2018). Media learning in digital era. *Advances in Social Sciences, Education and Humanities Research*, 231, 458–460. <https://doi.org/10.2991/amca-18.2018.127>
- Alfatikh, E. R., Winanti, E. T., Prasetya, S. P., & Budiyanto, E. (2020). Implementing google earth to enhance student's engagement and learning outcome in geography learning. *Geosfera Indonesia*, 5(1), 147. <https://doi.org/10.19184/geosi.v5i1.11987>
- Arrasyid, R., Setiawan, I., & Sugandi, D. (2019). Developing learning media based on geographic information system for geography subject in senior high schools. *Jurnal Pendidikan Ilmu Sosial*, 28(1), 1. <https://doi.org/10.17509/jpis.v28i1.12163>
- Creswell, J. W. (2013). *Qualitative inquiry and research design*. SAGE Publication.
- Ediyani, M., Hayati, U., Salwa, S., Samsul, S., Nursiah, N., & Fauzi, M. B. (2020). Study on development of learning media. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1336–1342. <https://doi.org/10.33258/birci.v3i2.989>
- Hadiningsih, U., & Sariyani, N. (2020). Analisis penggunaan media grafis oleh guru mapel geografi kelas x sman 1. *SAP (Susunan Artikel*

- Pendidikan*, 5(2), 109–115.  
<https://doi.org/10.30998/sap.v5i2.6975>
- Hanifah, N. (2013). Pengaruh persepsi siswa pada penggunaan media pembelajaran terhadap minat belajar siswa sma muhammadiyah 1 simo kabupaten boyolali. *Skripsi*, 1–78.
- Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, 5(1).  
<https://doi.org/10.1186/s40594-018-0131-6>
- Kusnayati, K., Komariyah, L., & Saputra, Y. W. (2021). Penerapan model pembelajaran project based learning menggunakan tour builder pada peserta didik kelas x sman 1 kaliwang (Materi dinamika hidrosfer dan dampaknya terhadap kehidupan). *Geoedusains: Jurnal Pendidikan Geografi*, 1(2), 94–106.  
<https://doi.org/10.30872/geoedusains.v1i2.269>
- Magdalena, I., Iestari, P. I., & Nugrahanti, I. (2021). Analisis Penggunaan media pembelajaran untuk meningkatkan hasil pembelajaran kenampakan alam (ips) pada siswa kelas iv mi al gaotsiyah kali deres. *Nusantara: Jurnal Pendidikan Dan Ilmu Sosial*, 3(2), 190–198.
- Malau, M., Zid, M., Sya, A., Jakarta, U. N., Jakarta, U. N., & Jakarta, U. N. (2022). Efektivitas pembelajaran geografi di sma dengan menggunakan teams. *Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(1), 225–234.
- Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on how to select and develop learning media conducted by teacher professional education participants. *Journal of Physics: Conference Series*, 1140(1).  
<https://doi.org/10.1088/1742-6596/1140/1/012014>
- Mauliza, E., Minarni, & Marfida. (2022). Penggunaan media peta untuk meningkatkan hasil belajar geografi siswa sma. *Jurnal Serambi Konstruktivis*, 4(2), 84–94.
- Nancarrow, C. (2009). Overview of effective learning tools. *Pacific Crest Faculty Development Series*, 407–410.
- Nurlina, W., Suprapro, P. K., & Ali, M. (2021). Pengaruh media peta konsep terhadap hasil belajar peserta didik pada sub konsep sistem indera. *Jurnal Pendidikan Dan Biologi*, 13(1), 42–47.  
<https://doi.org/10.25134/quagga.v13i1.3213>
- Parwata, K. Y. L., & Sudiarmika, A. A. I. A. R. (2020). The effectiveness of learning tools in science learning. *Journal of Physics: Conference Series*, 1503(1).  
<https://doi.org/10.1088/1742-6596/1503/1/012049>
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60.  
<https://doi.org/10.29333/aje.2019.426a>
- Putri, S. D. W. I., & Citra, D. E. K. A. (2019). Problematika guru dalam menggunakan media pembelajaran pada mata pelajaran IPS di Madrasah Ibtidaiyah Darussalam kota Bengkulu. *Indonesia Journal of Social Science Education*, 1(1), 49–54.
- Rahmawati, R. (2016). Tingkat motivasi belajar peserta didik pada mata pelajaran geografi di sma kota bandung. *Repository UPI*, 4(1), 27.
- Sawiji, L. P., & Parman, S. (2015). Kendala guru ips dalam penggunaan media peta dan globe pada pembelajaran (Studi kasus smp mts se-kecamatan bangsri kabupaten jepara tahun 2011). *Jurnal Edu Geography*, 3(3), 31–36.
- Soares, F. (2015). *The relationship between teachers and students in the classroom: Communicative language teaching approach and cooperative learning strategy to improve learning*. Bridgewater State University.
- Ulfa, M., & Purnamaningsih, I. R. (2022). Innovation of learning media through information and communication technology in the revolution era 4.0. *Project*, 5(4), 885–890.
- Yamin, M. R., & Sahrul, M. (2021). Learning media needs analysis of science learning and environment through android for primary school pupils. *BIO-INOVED: Jurnal Biologi-Inovasi Pendidikan*, 3(3), 155–165.  
<https://ppjp.ulm.ac.id/journal/index.php/bino>
- Yli-Panula, E., Jeronen, E., & Lemmetty, P. (2020). Teaching and learning methods in geography promoting sustainability. *Education Sciences*, 10(1).
- Zahrawati, F. (2020). Penerapan model problem based learning untuk meningkatkan hasil belajar sosiologi siswa. *Indonesian Journal of Teacher Education*, 1(2), 71–79.  
<https://doi.org/10.1016/j.solener.2019.02.027>
- Zahrawati, F., & Aras, A. (2020). Pembelajaran berbasis riset dengan memanfaatkan google classroom pada mahasiswa tadaris ilmu pengetahuan sosial. *Jurnal Ilmiah Iqra'*, 14(2), 143–154.
- Zid, M., & Casmana, A. R. (2021). A learning model for teaching population geography course in higher education through case study of international women's migration. *Journal of Social Studies Education Research*, 12(3), 120–143.