

PENDIDIKAN GEOGRAFI

KETUT PRASETYO





INTRODUCTION

PENDIDIKAN GEOGRAFI **VS** **PENDIDIKAN GURU GEOGRAFI**

ESENSI APA YANG TERKADUNG ?

**PENDIDIKAN
GURU GEOGRAFI**

**PENDIDIKA
N
GEOGRAFI**

**APA YANG DILAKUKAN ? MENDIDIK
SIAPA/APA YANG MENJADI OBYEK ? GURU ATAU GEOGRAFI**

SIAPA GURU ?

- GURU ADALAH ORANG YANG MEMBERIKAN ILMU PENGETAHUAN KEPADA ANAK DIDIK.
- GURU DALAM PANDANGAN MASYARAKAT ADALAH ORANG YANG MELAKSANAKAN PENDIDIKAN DI TEMPAT-TEMPAT TERTENTU,
- LOKASI PROSES MENDIDIK TIDAK MESTI DILEMBAGA PENDIDIKAN FORMAL, TETAPI BISA JUGA DI MASJID, DI SURAU ATAU MUSHOLLA DAN DI RUMAH. SEHINGGA KITA KENAL ISTILAH “TUAN GURU (DI NTB)



SIAPA PENGHASIL GURU ?

- Sebagaimana diketahui bahwa pelaku pendidikan adalah keluarga, sekolah, dan masyarakat, tetapi dalam perkembangannya ternyata beban pendidikan lebih banyak dipikulkan kepada institusi sekolah.
- Guru merupakan tenaga profesional yang memiliki tugas utama untuk mendidik, membimbing, mengajar, mengarahkan, menilai, melatih dan mengevaluasi para peserta didik untuk jalur pendidikan formal pada pendidikan anak usia dini, pendidikan dasar, hingga pendidikan menengah.
- **ARTINYA DAPAT DISIMPULKAN BAHWA GURU SELAYAKNYA DIHASILKAN DARI LEMBAGA PENDIDIKAN GURU. OLEH SEBAB ITU HANYA JURUSAN/PROGRAM STUDI PENDIDIKAN GURU YANG MENGHASILKAN GURU. CONTOH : PROGRAM STUDI PGSD**

VISI DAN MISI PROGRAM STUDY

UNNES- SEMARANG

Mewujudkan program studi yang unggul dalam bidang Pendidikan Geografi, berwawasan global, berbasis nilai-nilai konservasi lingkungan pada tahun 2030".

UM- MALANG

Menjadi Jurusan Unggulan dan Rujukan dalam Penyelenggaraan Pendidikan, Penelitian dan Pengabdian Kepada Masyarakat Bidang Pendidikan Geografi dan Ilmu Geografi Berbasis Riset Skala Nasional Maupun Internasional

UNESA

Mengembangkan pendidikan dan pembelajaran Geografi yang inovatif dengan pendekatan geografi dalam konteks kajian kekotaan berbasis IPTEKS berwawasan global

UNNES SEMARANG

Visi Prodi Pendidikan Geografi adalah “Mewujudkan program studi yang unggul dalam bidang Pendidikan Geografi, berwawasan global, berbasis nilai-nilai konservasi lingkungan pada tahun 2030”.

Misi Program Studi Pendidikan Geografi yaitu:

1. Menyelenggarakan **pendidikan akademik** yang profesional dan berkualitas, memiliki keunggulan kompetitif dan komparatif di bidang kependidikan geografi;
2. Mendidik mahasiswa agar mampu menyelenggarakan penelitian sebagai kerangka pengembangan pendidikan dan pembelajaran geografi yang berakar pada nilai-nilai budaya lokal dan nasional yang berkarakter konservasi; dan
3. Menyelenggarakan kegiatan pengabdian masyarakat di bidang pendidikan geografi;

MISI UM MALANG

- Menyelenggarakan Pendidikan dan Pembelajaran Bidang Pendidikan Geografi dan Ilmu Geografi yang Mampu Menghasilkan Lulusan Berkualitas dan Berkompeten ***Sebagai Dosen, Guru Dan Tenaga Pendidikan Profesional di Bidang Geografi.***
- Menyelenggarakan Penelitian Bidang Pendidikan Geografi dan Ilmu Geografi Sesuai dengan Perkembangan Ilmu Pengetahuan dan Teknologi yang Melibatkan Dosen dan Mahasiswa, Sehingga Mampu Menghasilkan Karya Ilmiah yang Berkualitas, Khususnya Artikel Jurnal Baik Nasional yang Bereputasi Maupun Jurnal Internasional yang Terindeks, Baik Bertaraf Nasional Maupun Internasional.
- Menyelenggarakan Pengabdian Kepada Masyarakat di bidang Pendidikan Geografi dan Ilmu Geografi dalam Bentuk Kerja Sama dengan Masyarakat dan Instansi Pemerintah, Sehingga dihasilkan Lulusan yang Mampu Berperan Sebagai Agen Pembaharuan dalam Kehidupan Masyarakat.
- Mengelola Tata Pamong Jurusan Geografi yang Akuntabel dan Transparan Untuk Menjamin Peningkatan Kualitas Berkelanjutan.

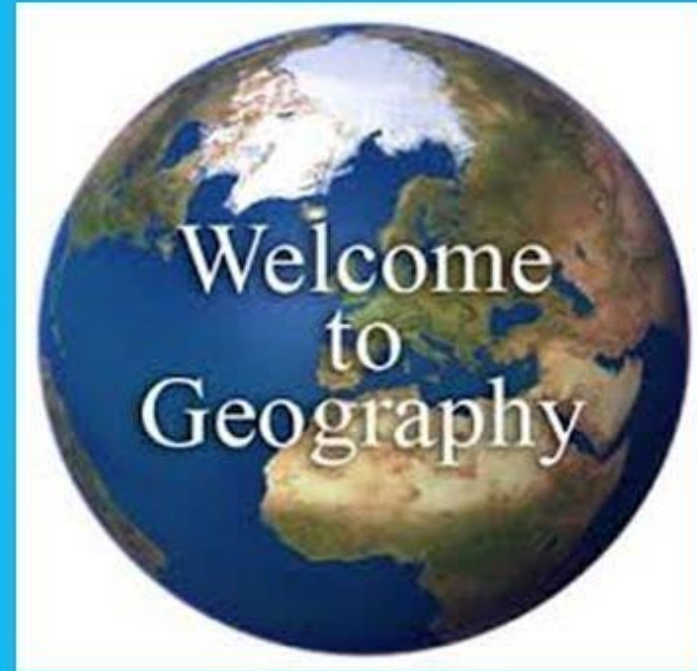
MISI UNESA

- 1. Menyelenggarakan kegiatan pendidikan dan pembelajaran Geografi yang inovatif dengan pendekatan geografi dalam konteks kajian kekotaan berbasis IPTEKS berwawasan global.**
- 2. Melaksanakan penelitian yang mengembangkan pendidikan dan pembelajaran Geografi yang inovatif dengan pendekatan geografi dalam konteks kajian kekotaan berbasis IPTEKS berwawasan global.**
- 3. Melaksanakan kegiatan pengabdian masyarakat yang mengembangkan pendidikan dan pembelajaran Geografi yang inovatif dengan pendekatan geografi dalam konteks kajian kekotaan berbasis IPTEKS berwawasan global.**
- 4. Membangun kerjasama dan networking dengan berbagai komponen masyarakat dalam konteks kajian kekotaan berbasis IPTEKS berwawasan global**

What is Geography?

Why study Geography?

- **Geography** is the study of Earth's landscapes, peoples, places and environments.
- Geography is an education for life and for living.
- Learning geography helps us all to be more socially and environmentally sensitive, informed and responsible citizens and employees.



Purpose of Geography

is to develop ...



- ***the knowledge and understanding of where we live, other places, how people and the places interrelate Earth's surfaces and processes that shape it***
- ***the skills needed to carry out geographical study (eg, enquiry, mapwork and fieldwork) – 3Ws, 1H***
- ***interest in, and to encourage an appreciation of the world around us***
- ***develop concern for the world around us and an ability and willingness to take positive action both locally and globally***



WHAT IS GEOGRAPHICAL EDUCATION?

Geographical education is a complex concept that can be understood by explaining its relationship to the discipline of geography, detailing its aims, explaining its place in both formal and non-formal education, and considering what are its essential components. These aspects of geographical education will be illuminated in the following section.

THE AIMS OF GEOGRAPHICAL EDUCATION

The International Charter on Geographical Education identifies the aims of geographical education in terms of the knowledge, skills, and attitudes and values people will develop through its study and practice.



(1) THE KNOWLEDGE AND UNDERSTANDING PEOPLE DEVELOP THROUGH GEOGRAPHICAL EDUCATION ARE:

- a. locations and places to establish a framework for geographical events and to understand basic spatial relationships;
- b. major natural systems of our planet to understand how ecosystems interact;
- c. major socioeconomic systems of our planet to develop a sense of place;
- d. the diversity of peoples and societies to understand the cultural richness of humanity;
- e. the structure and processes in regions; and understanding global interdependence.

This knowledge is expressed in the form of facts about places; key concepts that¹⁴ guide geographical inquiry (e.g. location, pattern, and region); and

(2) THE SKILLS DEVELOPED THROUGH GEOGRAPHICAL EDUCATION ARE

- a. Thinking processes required in solving geographical problems and making spatial decisions;
- b. using verbal, quantitative, and symbolic data forms such as text, pictures, graphs, tables, diagrams, and maps; and
- c. practical, physical skills associated with conducting studies in the field.

Geography offers the main educational medium through which people learn to understand and communicate spatial information in map and graphic forms

(3) THE ATTITUDES AND VALUES DEVELOPED THROUGH GEOGRAPHICAL EDUCATION ARE

- a. an interest in and a curiosity about the natural and human features on the earth's surface;
- b. an appreciation of the landscape in which people live;
- c. an empathy for the different living conditions of people around the world;
- d. a readiness to use geographical knowledge and skills adequately and responsibly in private, professional, and public life; and
- e. respect for the rights of all people to equality.

These attitudes and values influence the way people use geographical knowledge. They can influence how we seek solutions to local, regional, national, and international

UNESCO – EOLSS SAMPLE CHAPTERS GEOGRAPHY – Vol. I - Geographical Education - Rod Gerber

©Encyclopedia of Life Support Systems (EOLSS) problems that focus on society and environment. Also, they influence how the effect of people's behavior and that of their societies enables them to make sound decisions about using their environments

ONTOLOGI PENDIKAN GEOGRAFI



the aims of geographical education in terms of the knowledge, skills, and attitudes and values people will develop through its study and practice.

KURIKULUM

METHODE

MEDIA/SUMBER BELAJAR

EVALUASI

TENAGA PENDIDIK

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AKSILOGIS
PENDIKAN
GEOGRAFI



EPISTIMOLOGI
PENDIDIKAN
GEOGRAFI



THE PLACE OF GEOGRAPHY IN-FORMAL EDUCATION

- Subjects are normally included in the curricula in different levels of formal education because they are deemed by policy makers to be relevant to the goals of the particular society. From their early years, children seek to explore their worlds and environments.
- Geography has traditionally been a subject that has been included in school, college, and university curricula. However, it has varied as a mandatory subject at different levels.
- The range of themes covered in formal geographic studies assists students in their problem-solving roles in later life

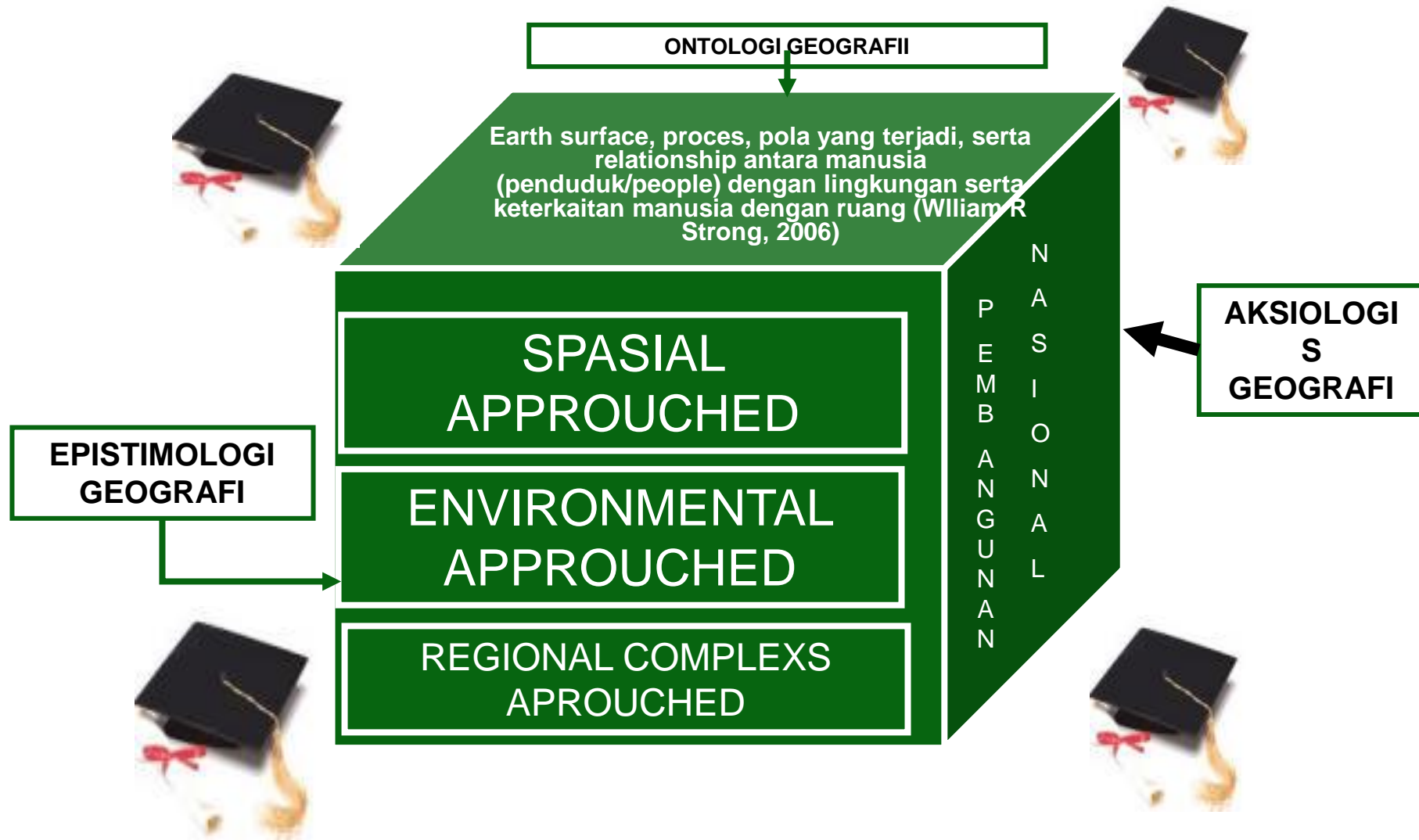
THE PLACE OF GEOGRAPHY IN NON-FORMAL EDUCATION

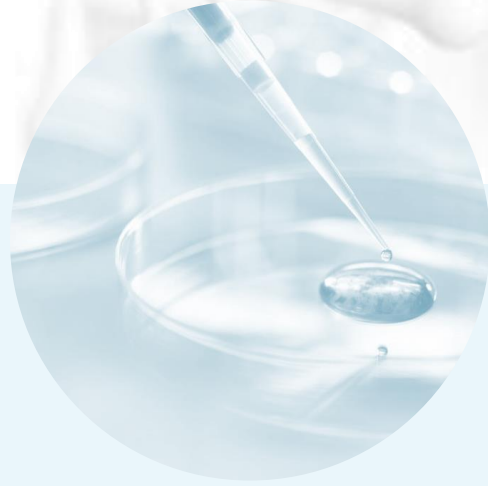
- The place of geography in education is much more complex than its role in formal education.
- From their early years, children seek to explore their worlds and environments.
- The Geography of Childhood captures not only the rationale for children's behavior in environments, but also the effect it has on their actions and environmental attitudes
- The environmental curiosity in young children's minds is still present in adult minds.
- This kind of mindful behavior is expressed in older people using secondary

PRESENTATION TITLE

THE DEVELOPMENT OF LIFE ROLES THROUGH REDISCOVERING GEOGRAPHICAL EDUCATION

- Geographical education offers people opportunities to explore different life roles as they make decisions about geographical questions, issues, and problems. For eXAMPLE
- as learners, people can acquire knowledge, understand how to interpret it and make decisions about society and environments;
 - as citizens, people learn about responsible behavior and actions toward other people and their environments
 - as recreators, people choose where to go for a holiday and the best ways to use their leisure time to be of benefit to their community and environment
-
- The development and practice of these roles can take place on local, national, and international and global scales depending on the experiences people have.
 - They should develop the capacity to reflect on these environmental experiences to become more skilled in their life roles
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THANK YOU

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