



**University of Jember**  
Faculty of Teacher Training and Education



UNIVERSITAS  
JEMBER

# PROCEEDINGS

## 3rd ICEGE 2020

The Third International Conference on Environmental Geography  
and Geography Education

September 12<sup>th</sup> - 13<sup>th</sup>, 2020

at Faculty of Teacher Training and Education, University of Jember

PAPER • OPEN ACCESS

## Preface

To cite this article: 2021 *IOP Conf. Ser.: Earth Environ. Sci.* **747** 011001

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**The Electrochemical Society**

Advancing solid state & electrochemical science & technology

The ECS is seeking candidates to serve as the **Founding Editor-in-Chief (EIC) of ECS Sensors Plus**, a journal in the process of being launched in 2021

The goal of ECS Sensors Plus, as a one-stop shop journal for sensors, is to advance the fundamental science and understanding of sensors and detection technologies for efficient monitoring and control of industrial processes and the environment, and improving quality of life and human health.

*Nomination submission begins: May 18, 2021*



## The Third International Conference on Environmental Geography and Geography Education (ICEGE) 2020

### **Sumardi**

Editor in Chief of International Conference on Environmental Geography and Geography Education 2020

E-mail: sumardi.fkip@unej.ac.id

We would like to express our gratitude to all participants joining “The International Conference on Environmental Geography and Geography Education” (ICEGE). The 3<sup>rd</sup> International conference held by the Department of Social Science Education held by FKIP-University of Jember on 12-13 September 2020. The participants of this ICEGE 2020 are research students, academicians and researchers, scholars, scientist, teachers and practitioners from many countries.

Due to Covid-19, this conference was held in dual-mode, namely online and face to face. For those invited speakers from abroad who have travel restrictions presented their research topics through zoom cloud meeting. Likewise, participants who stay outside Jember city joined the conference virtually. Meanwhile, participants from within Jember city joined conference in person by complying the Covid-19 protocol.

Two hundred forty-eight participants attended this conference. The number of submitted papers were 219 and papers sent to the reviewers were 198. Two reviewers reviewed one paper. Each reviewer reviewed maximum 8 papers. Based on reviewer recommendations, finally the number of accepted papers is 130. Thus, the acceptance rate is 59,4 %.

In the plenary season, each invited speaker presented their presentations for 1 hour and 15 minutes for Q/A session. In the parallel session, each participant made the presentation for maximum 15 minutes and 5 minutes for Q/A session. The technology used in the parallel session is zoom cloud meeting with 13 breakout rooms.

This conference becomes a dissemination forum for scientists working on theoretical and empirical research of environmental geography, transportation geography, geography education, social science and its application. This conference's mission is to become an annual international forum in the future, where civil society organization and representative research students, academics and researchers, scholars, scientists, teachers, and practitioners from all over the world could meet and exchange an idea to share and discuss about research. The aim of the second conference is to present and discuss the latest research that contributes to the new ontological, epistemological and axiological knowledge and



to a better understanding in the area as follows:(1) Environmental Geography; (2) Geography Information System and Remote Sensing; (3) Geomorphology; (4) Natural Disaster; (5) Economics; (6) History; (7) Education; (8) Humanities; (9) Social Sciences and (10) Global Science and Studies.

On behalf of the organizing committee, finally we gratefully acknowledge the support from the FKIP-University of Jember of this conference. We would also like to extend our thanks to all lovely participants who have been joining this unforgettable and valuable event.

Assoc. Prof. Dr. Sumardi, M.Hum



## The Committees of The Third International Conference on Environmental Geography and Geography Education (ICEGE) 2020

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Assoc Prof. Sukidin	University of Jember, Indonesia

The committees of the Third International Conference on Environmental Geography and Geography Education would like to express gratitude to all Committees for the volunteering support and contribution in the editing and reviewing process.

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## Peer review statement

To cite this article: 2021 *IOP Conf. Ser.: Earth Environ. Sci.* **747** 011002

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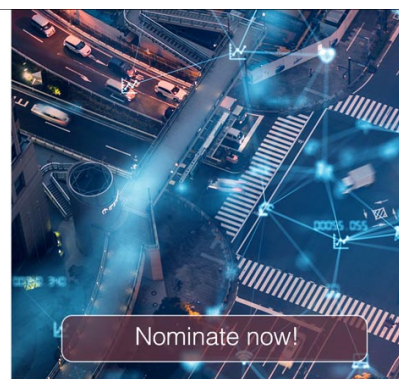


**The Electrochemical Society**  
Advancing solid state & electrochemical science & technology

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a journal in the process of being launched in 2021

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*Nomination submission begins: May 18, 2021*



## Peer review statement

All papers published in this volume of IOP Conference Series: Earth and Environmental Science have been peer reviewed through processes administered by the Editors. Reviews were conducted by expert referees to the professional and scientific standards expected of a proceedings journal published by IOP Publishing.

- **Type of peer review:** Double-blind review. The authors and the reviewers do not know each other. The managing editor send the papers to the reviewers by hiding the authors' name and their affiliation.
- **Describe criteria used by Reviewers when accepting/declining papers. Was there the opportunity to resubmit articles after revisions?** There were 13 aspects of assessment for accepting/declining papers, i.e. Clarity of abstract, Significance of research, Sufficiency state of the art, Contribution to the field (novelty), Research objective, Appropriateness of the research method, Relevance and clarity of drawings, graphs and tables, Experimental/evidential support, Quality of data or findings, Discussion and conclusions, Direction for future research and recommendations, Clarity of English, Writing style (according to EES format). There are no opportunities to resubmit papers after rejection. For the revised papers regarding to reviewer comments, they should resubmit their papers.
- **Conference submission management system:**  
<https://easychair.org/conferences/?conf=icege2020>
- **Number of submissions received:** 219
- **Number of submissions sent for review:** 198
- **Number of submissions accepted:** 130
- **Acceptance Rate (Number of Submissions Accepted / Number of Submissions Received X 100):** 59,4 %
- **Average number of reviewers per paper:** 2
- **Total number of reviewers involved:** 50
- **Any additional info on review process (ie. plagiarism check system):** We used TURNITIN software to check the plagiarism issue during the review process.



- **Contact person for queries:**  
Assoc. Prof. Sumardi, M.Hum.  
Universitas Jember, Indonesia  
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Volume 747

2021

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3rd International Conference on Environmental Geography and Geography Education, 12 September 2020, East Java, Indonesia

Accepted papers received: 12 April 2021

Published online: 12 May 2021

Open all abstracts

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### Papers



**OPEN ACCESS** Coastal Community Resilience Planning Toward Disaster: A Case Study on Coastal Area in Malang Regency, East Java, Indonesia 012001

L Y Irawan, Sumarmi, S Bachri, M M Rosbella Devy, R Faizal and W E Prasetyo

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**OPEN ACCESS** Landslides susceptibility mapping based on geospatial data and geomorphic attributes (a case study: Pacet, Mojokerto, East Java) 012002

L Y Irawan, Sumarmi, S Bachri, D Panoto, I H Pradana and R Faizal

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**OPEN ACCESS** Strategic Value of Marble Mine Management for Community Economic Improvement and Challenges Keeping Sustainable Environmental Support in Tulungagung Regency 012003

Sumarmi and N Wahyuningtyas

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**OPEN ACCESS** Sub-watershed prioritization inferred from geomorphometric and landuse/landcover datasets in Sari Watershed, Sumbawa Island, Indonesia 012004

O Setiawan and R Nandini

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**OPEN ACCESS** Forming spatial thinking skills of social studies students in phenomenon analysis geosphere through the Geographic Information System (GIS) 012005

N Wahyuningtyas, N Laila and F Andini

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**OPEN ACCESS** Ecotourism Development Strategies of Pulau Merah Beach, Banyuwangi, Indonesia 012006

Sumarmi, S Bachri, L Y Irawan, A W Sholeha and M Aliman

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**OPEN ACCESS** Development of Supplementary Contextual Teaching Materials Based on Ecotourism and Natural Resource Management 012007

A Z Ensiyawati, Sumarmi and I K Astina

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**OPEN ACCESS** The sustainability of pancasila values on improving the human resources of Indonesian students in Indonesian Saudi Arabian schools 012008

A Masrukhin, R Anwar and H Sriyanto

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**OPEN ACCESS** Pancasila and Saving Lifestyle: a Case Study in Bina Nusantara University Jakarta Students 012009

P H Witono, A Prasojo and C Megawati

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**OPEN ACCESS** Local history online learning strategies: teacher's perception 012010

R Gunawan and H Rachmah

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**OPEN ACCESS** Geographical and Historical Potential of Merjosari Water Site, Malang City and Its Utilization as Learning Resources 012011

W D Sulistyono, M N L Khakim, N Jauhari and A D Setyawan

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**OPEN ACCESS** The perspective of geography education students on the implementation of online learning during covid-19 pandemic 012012

This perspective focuses on the implementation of online learning during covid-19 pandemic. The study was conducted in the form of a survey and the data were analyzed using descriptive qualitative analysis.



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Mother's Ecoliteracy in Maintenance Family Food Security in Rural Area

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Locality Development Model: Analysis on Community Strength in Planning Business Capacity Development in Panyabangan Village Based on Local Potentials Historical Buildings of Bendungan Lama Pamarayan

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M I Gilang, Y Maryuni and Y I Lindawati

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Ecological considerations for the placement of the "Candi Negeri Baru" site in 14 AD in Ketapang, West Kalimantan

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The Enrichment of Historical Learning Material Through Tracking The Role of Minority Group in The Crosses of Indonesia's Struggle For Independence

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Mapping Criminality During A COVID-19 Pandemic in Lumajang District

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Socio-Edu -Eco-Tourism: An Integrated History Learning Design to Foster Entrepreneurship Awareness

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Google Classroom as the Online Learning Platform During he Covid-19 Pandemic for the Management Business Student at SMK Negeri 1 Lumajang

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The study of the impact of Maninjau lake pollution on economic and public health

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The Effect of Online Learning and Parental Guidance Towards the Result of XI Social Students' Learning on Geography Course at SMAN 5 Jember

































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S Rachmawati, Mutrofin and Sumardi

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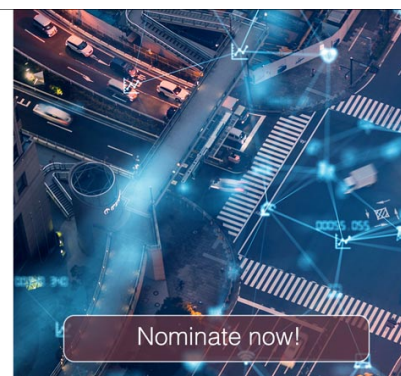


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*Nomination submission begins: May 18, 2021*



# The effectiveness of the digital books' usage to improve the XII IPS 3 class students' motivation at SMAN Pakusari Jember

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**Abstract.** This research aims to determine the effectiveness of the digital books' usage in increasing student motivation in XII IPS 3 class at SMAN Pakusari Jember. The method used in this research is descriptive qualitative. The use of digital books in learning is useful to make it easier for students to learn and it also can reduce the weaknesses in printed books. The students feel easy and comfortable to use them in learning process, so it increases the students' motivation at XII IPS 3 of SMAN Pakusari. The results showed that the use of digital books was very effective in increasing student motivation. The score of student learning motivation before using digital books is at a value of 3.4 which is included in the medium category. After using digital books in the learning process, the student's motivation score increased to 4.5 which is in the high category. For further research, it is hoped that researcher can use digital books with more complete features and materials than the digital books used in this study.

## 1. Introduction

Education is manifested in the form of learning activities which done by human to get or achieve certain goals. While the students are learning In the school, they also hope to get the expected results in accordance with the efforts they do. However, to achieve maximum results in learning activities, of course there must be a driving factor so that students have enthusiasm for learning. One of the factors which encourages students to be an active learner is high learning motivations. According to Khanifatul [1]. Learning motivation is one of the factor that can improve learning objectives.

Learning motivation is one of the most important dynamic aspects [2]. Students who do not excel are not always caused by low abilities, but it can be caused by a lack of motivation to learn so that the abilities possessed by students cannot develop optimally. Therefore, teachers need to balance the learning material and motivate students, because both are important to obtain maximum learning outcomes. Mc Donald in Kompri [3] stated that learning motivation is a condition which is owned by an individual in the form of an encouragement to make efforts to achieve a goal. The emergence of learning motivation is marked by changes in energy, feelings, and reactions to achieve these goals. The stronger motivation of a person, the stronger the person's behavior to achieve his goals and vice versa. Wina Sanjaya [2] has a similar opinion that the strength of a person to achieve goals is determined by the amount of motivation they have.

Students' learning motivation can affect success in the teaching and learning process. Wina Sanjaya [2] suggests that the function in learning motivation is to encourage students to be active in and outside the classroom and to get good grades. It is also conveyed by Winarsih [4] which states that the function of motivation is to drive business achievement, because someone is doing business he or she must encourage his or her desires, and determine the direction of thier actions towards the goals to



be achieved. Thus students can select actions to determine what to do and which is beneficial for the goals they want to achieve.

The students' learning success is strongly influenced by their motivation. One of the indicators of the quality of learning is the high motivation of students. Students who have high learning motivation towards learning will be moved or have a desire to do something which can help to get certain results or goals. According to Kompri [3] learning motivation is a psychological aspect which is experiencing development, and it is affected by the physiological conditions and psychological maturity of students. Several elements which affect the learning motivation are as follows:

- a) The ideals and aspirations of students.
- b) Ideals will strengthen students' motivation to learn, both intrinsic and extrinsic.
- c) Student Abilities
- d) The desire of a student needs to be accompanied by abilities and skills in achieving it.
- e) Student Condition
- f) Student condition which includes physical and spiritual conditions. A student who is sick will interfere with his attention in studying.
- g) Student Environment
- h) The student environment can be in the form of the natural environment, the environment in which they live, peer group and social life.

According to Kompri [3] the position of motivation in learning does not only provide the direction of learning activities correctly, more than that with one's motivation will get positive considerations in learning activities. Motivation is very important in giving the spirit of teachers and students to teaching and learning activities and can provide guidance on behavior to be more focused in achieving learning success according to the expected goals.

The learning objective is to achieve success with optimal performance. Teachers are required to continue to improve creativity in achieving learning outcomes. There are several indicators used to assess the level of student motivation in class, these indicators are students' interest and attention to the lesson, students' enthusiasm for doing their learning tasks, responsibility for doing their learning tasks, the reaction shown by students to the stimulus given. teachers, as well as a sense of pleasure and satisfaction in doing assignments, Sudjana N [5]. If the students' motivation is high, they will get maximum results. According to Dimiyati and Mudjiono [6] human behavior, including learning behavior, is driven and directed by a mental impulse called motivation. Therefore, it takes high motivation in learning to be able to produce maximum learning outcomes for students in school.

The learning resources used in Economy class of XII IPS at SMAN Pakusari Jember are still simple teaching materials, namely printed books. Printed books are considered to have many weaknesses including, not easy to carry, easily damaged, and their content cannot motivate students. Ideally, by following the development of the world of technology, teachers and students can take advantage of various forms of technology to support learning activities, one of which is to use digital book technology which can be accessed via smart phones. Buzzeto [7] also adds that digital books can be a complement or alternative to conventional books.

The world of education has a great opportunity to use smartphones in the learning process, especially as a learning resource. Digital books are a form of alternative learning resources which help to develop current learning. The presence of digital books makes it easier for students to study learning material which are not understood yet whenever and wherever students are [8]. The digital books can also be applied by students of SMAN Pakusari, because the results of previous observations of researcher in class XII IPS at SMAN Pakusari shows that all students have smartphones that can be used as a means to use digital books.

Basically, digital books are an evolution of printed books which usually contain text and images on a collection of paper displayed using electronic media such as smartphones. This book can contain reading texts, images, graphics and other information which can be read on smartphones, desktop or laptop screens, PDAs (Personal Digital Assistants) and other portable devices. Digital books can be



**Table 2** Interpretation Guidelines for the Average Score of Student Learning Motivation

No.	Average score	Learning Motivation Criteria
1	1,0-1,8	Very low
2	1,9-2,6	Low
3	2,7-3,4	Moderate
4	3,5-4,2	High
5	4,3-5,0	Very high

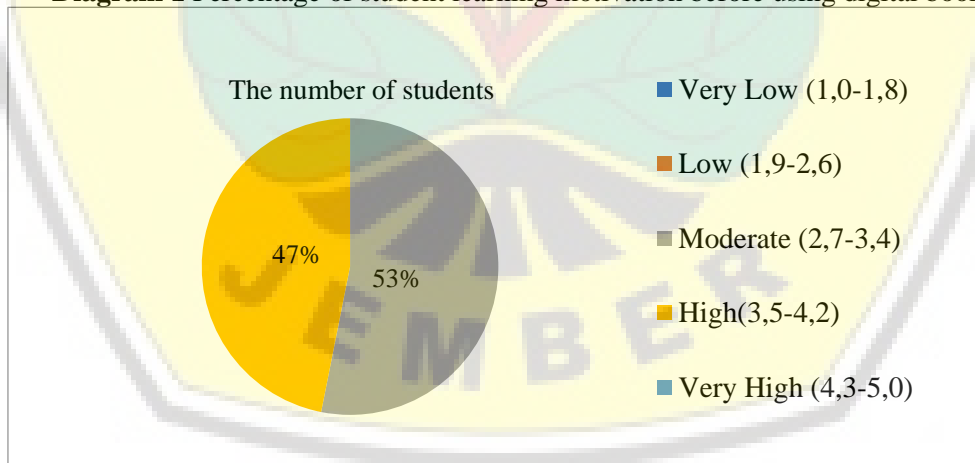
Source : Sukardi (2013:150)

### 3. Results and Discussion

The results showed that the students of class XII IPS 3 at SMAN Pakusari Jember were able to operate digital books on economics subjects in journal adjustments to trade feelings well. The use of digital books is a new breakthrough for students in the learning process, so that it can attract students' attention and provide motivation for students in learning. Ease of use really helps students to study anywhere and anytime. Digital books are an alternative to using smartphones in a positive way.

Before using the digital book, the learning process went well even though when discussing many students did not pay attention to the opinions of friends and did not respond, there were some students who were just silent and did not ask friends or teachers, and students did not record trading company adjustment journal material in notebooks . It reflects that the learning motivation of class XII IPS 3 students has not shown the desired results by the teacher. According to Sudjana [5] there are several things which can be seen in learning motivation, namely students' interest and attention to lessons, student enthusiasm for carrying out learning tasks, responsibility for carrying out learning tasks, reactions shown by students to the stimulus given teachers and a sense of pleasure and satisfaction in doing assignments. The average score of student learning motivation is at a moderate level to be precise 3,4.

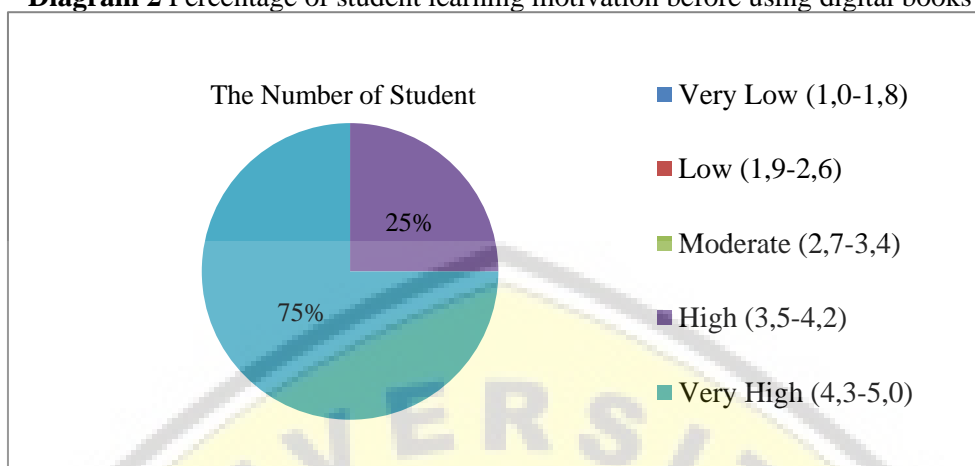
**Diagram 1** Percentage of student learning motivation before using digital books



Sumber : Primary data processed

The diagram shows that 47% of students have high motivation at the time of learning, while the rest shows that the level of learning motivation is moderate before the use of digital books.

Student motivation after the use of digital books has increased and is in the high category. It can be seen from the majority of students becoming more active in the learning process as indicated by the increase in the average score of student learning motivation. The average score of student learning motivation is at a moderate level, to be precise, 4.5.

**Diagram 2** Percentage of student learning motivation before using digital books

Source : Primary data processed

The diagram shows that 47% of students have high motivation at the time of learning, while the rest shows that the level of motivation to learn is moderate before the use of digital books..

#### 4. Conclusion

Based on the results of research and discussion, it can be concluded that the use of digital books can increase student motivation in XII IPS 3 class at SMAN Pakusari Jember. The ease and convenience of students in accessing digital books as a learning resource can provide motivation to be able to study wherever and whenever students are. The results showed an increase in student learning motivation, which was originally in the moderate category with a value of 3.4, increased to the high category with a value of 4.5. In addition, the results of this study are expected to contribute to the academic world. For further research, it is hoped that you can use digital books with features and materials that are more complete than the previous version

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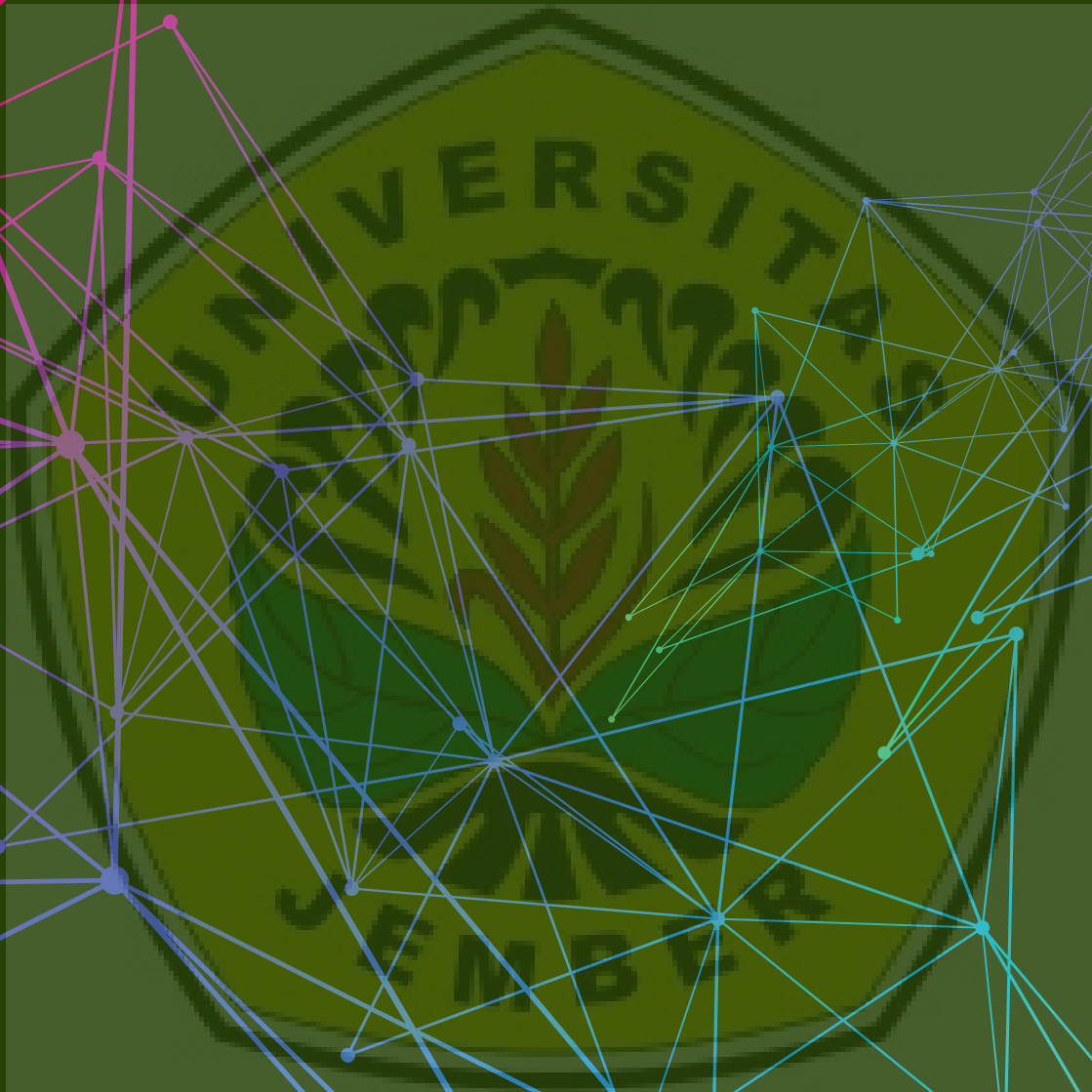
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