



University of Jember
Faculty of Teacher Training and Education



UNIVERSITAS
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PROCEEDINGS

3rd
ICEGE 2020

**The Third International Conference on Environmental Geography
and Geography Education**

September 12th - 13th, 2020

at Faculty of Teacher Training and Education, University of Jember

PAPER • OPEN ACCESS

Preface

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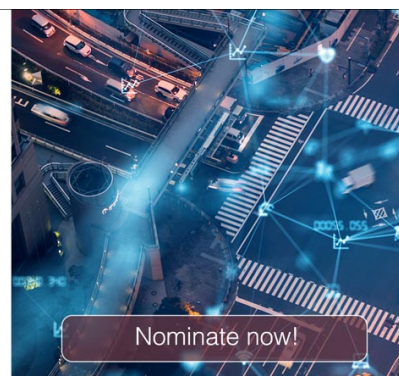
The Electrochemical Society

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 3rd 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



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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

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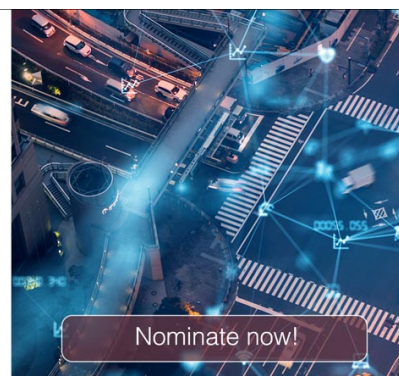
The Electrochemical Society

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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
sumardi.fkip@unej.ac.id



Volume 747

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

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

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



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

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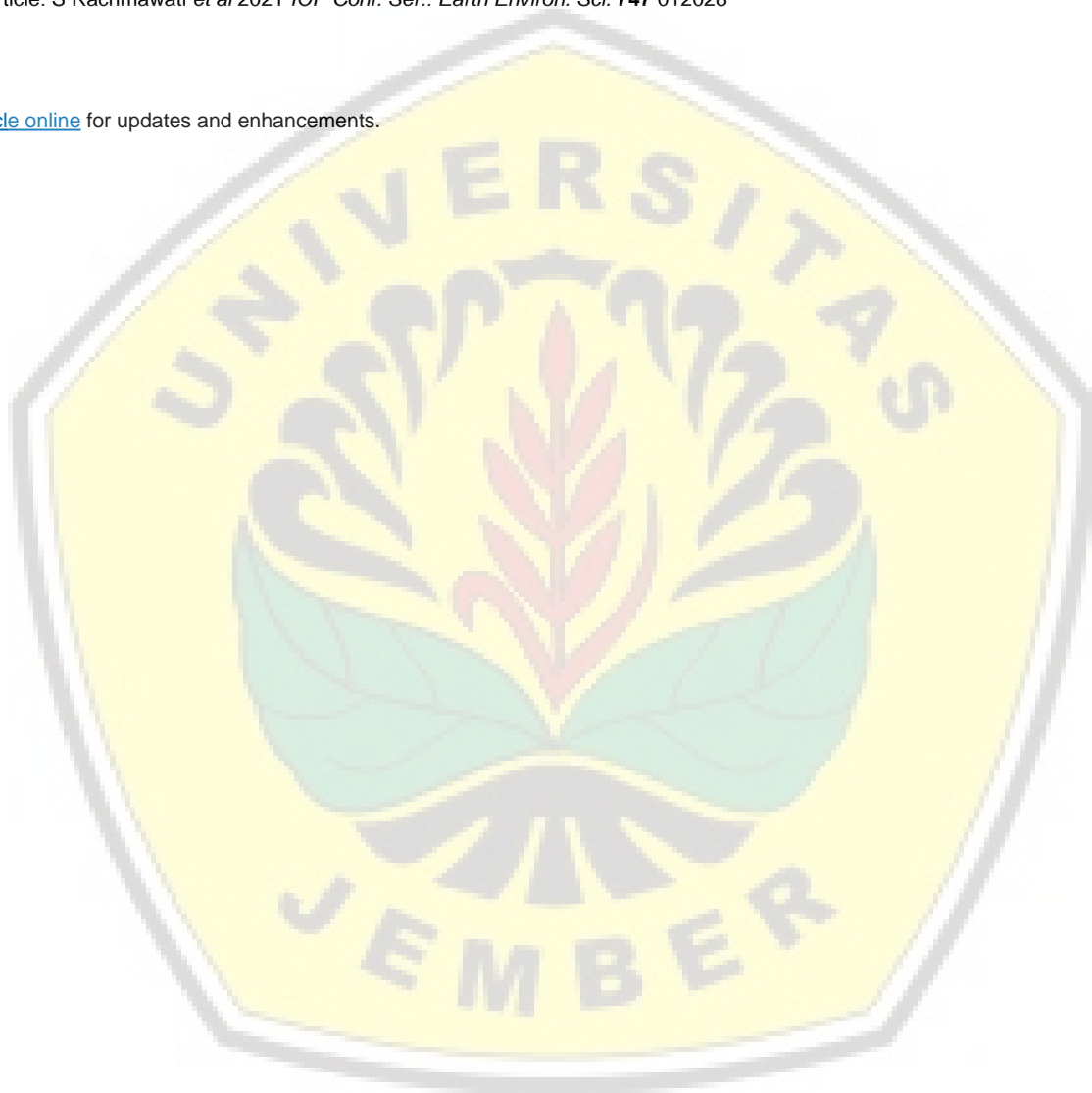


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The Effect of Online Learning and Parental Guidance Towards the Result of XI Social Students' Learning on Geography Course at SMAN 5 Jember

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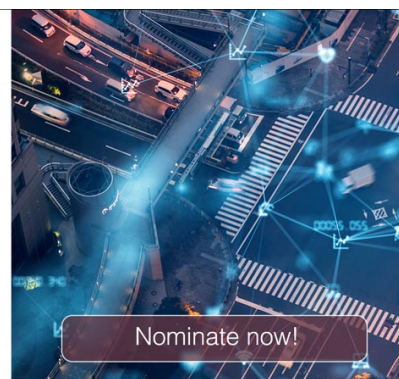


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The Effect of Online Learning and Parental Guidance Towards the Result of XI Social Students' Learning on Geography Course at SMAN 5 Jember

S Rachmawati*, Mutrofin, and Sumardi

Faculty of Teacher Training and Education, University of Jember, Indonesia

*ucirachmawati02@gmail.com

Abstract. This research was intended to analyze the effect of online learning and parental guidance towards the result of XI social students' learning on geography course at SMAN 5 Jember. This type of research was quantitative research. The research method used the ex-post facto survey research method. The data were collected through distributing questionnaires to the students. The participants in this research amounted to 90 students. The sample in this research amounted to 60 student respondents. The research data were analyzed using multiple linear regression statistical analysis. There was a significant effect of online learning and parental guidance on the psychomotor learning outcomes of XI social students' learning on geography course XI IPS at SMAN 5 Jember partially and simultaneously. So it can be concluded that the effect of online learning and parental guidance has an influence on student learning outcomes in geography subjects in class XI IPS SMA 5 Jember.

Keywords: Online Learning, Parental Guidance & Learning Outcomes.

1. Introduction

Since the outbreak of the Covid-19 virus in Indonesia, the government has done all kinds of ways to anticipate the virus, which is through a circular letter from the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 04/2020 concerning Implementation of Education Policies in Emergency Times the spread of Corona virus Disease (Covid-19), that the learning process is carried out at home through online / distance learning. The Industrial Revolution 4.0 is the industrial state of the 21st century when massive changes are made in various fields through a combination of technology that reduces the barriers between the physical, digital and biological worlds.

Regarding the impact of the Industrial Revolution 4.0, namely the existence of 'digitalization of the system', which requires educators and students to be able to quickly adapt to existing changes. The learning system, which was originally based on face to face in the classroom, it is not impossible to be replaced with a learning system that is integrated through the internet network (online learning) [1]. Online learning connects learners with learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously). Online learning is a form of distance learning / training that utilizes telecommunications and information technology, for example the internet, CD-ROOM (directly and indirectly) [3].

When the situation like this is where all learning activities are carried out at home, the role of parents is very influential on children's learning outcomes. Parents are always accompanying children in the learning process. Parents have various functions, one of which is the guidance of their children. As caregivers and mentors in the family, parents are very instrumental in laying the foundations of learning for their children. Attitudes, behavior, and habits of parents are always seen, assessed and imitated by their children, which then unconsciously responds to them and then becomes a habit for their children. On the other hand, in carrying out children's duties, many of the roles of the tuaters are also contacted. The role of parents is to provide an environment that allows children to complete school assignments well [6].

In online learning, students sometimes only fill in attendance and then leave online, when the teacher gives assignments, many children ask for answers from the teacher. Therefore, the role of parents is very important when this online learning takes place.



Therefore, the researcher wants to know how much the effect of online learning and parental guidance towards the result of XI social students' learning on geography course at SMAN 5 Jember. Based the title and the formulation of the problem that has been put forward by the author, the objectives that are expected to be achieved in this research are:

1. to analyze the significant effect of online learning on student learning outcomes in Geography class XI IPS subject in SMA 5 Jember.
2. to analyze the significant effect of parental guidance on student learning outcomes in Geography Class XI IPS subject in SMA 5 Jember.
3. to analyze the significant effect of online learning and parental guidance on student learning outcomes in Geography class XI IPS subject in SMA 5 Jember.

2. Methods

In this study, researcher used the Ex-Post Facto survey research method. Ex-Post Facto that Ex-Post Facto research is a study where a series of independent variables has occurred, when the researcher begins to make observations on the dependent variable [5].

Sample

The sampling technique used purposive method [4]. The participants in this study were 60 students of class XI IPS at SMA 5 Jember. The researcher used multiple linear regression analysis techniques with 60 students as the object of research continued with the t test and f test to make it easier to analyze the data or test hypotheses.

$$Y = a_1 + b_1X_1 + b_2X_2 + e$$

Notes :

Y = Independent Variable "Study Result"

X₁ = Dependent Variable "Online Learning"

X₂ = Dependent Variable "Parental Guidance"

a dan b = Constanta

e = eror

F test

To determine the simultaneous the effect of online learning and parental guidance towards the result of XI social students' learning on geography course at SMAN 5 Jember. The basis for making the decision is if the sig value < = 5%.

T test

Researcher used to test the partial effect between online learning and parental guidance towards the result of XI social students' learning on geography course at SMAN 5 Jember. The basis for deciding that there is a partial effect is if the sig value < = 5%.

3. Results and Discussion

3.1 T test

The t test was used to test whether there was a partial effect between each independent variable on the dependent variable. The basis for decision making is to compare the probability value (p) of tcount with a significance level of = 5% or a 95% confidence interval and with the degree of freedom or df (n-k) where k is the number of independent variables or regressors variables Ghazali (2011)

Tabel 1. The Result of t test

Variabel	t_{hitung}	t_{tabel}	Sig.	Hypothesis
Dependent variable: learning outcome				
Independent variable :			0,018	
Online learning	2,482	2,021	0,043	H ₁ Accept
Parent Guideline	2,093	2,021		H ₂ Accept

Online learning (X1) has a partially significant effect on student learning outcomes (Y) or it could be said that H1 was accepted, while the independent variable, namely parental guidance (X2), has a partially significant effect on student learning outcomes (Y), which means that H2 received. Each variable could be explained as follows. The t count value of the online learning variable (X1) was greater than the t table (2.482 > 2.021), so H0.1 was rejected and H1 was accepted. This indicates that the online learning variable (X1) has a significant effect on the student learning outcomes variable (Y) partially while for the t count value of the parental guidance variable (X2) is greater than the t table (2.093 > 2.021) then H0.2 is rejected and H2 is accepted, this shows that the parental guidance variable (X2) has a significant effect on the student learning outcomes variable (Y) Partial.

3.2 F test

The F test (Ftest) was a method in hypothesis testing where the use of this F test was to determine the effect simultaneously or together with the independent variable on the dependent variable. The basis for decision making was to compare the values of Fcount and Ftable, with the expected significance level of $\alpha = 5\%$ or 95% confidence interval and with the degree of freedom or df (n-k) where k was the number of independent variables or regressors variables [2]

Tabel 2. Hasil Uji Signifikasi Simultan (Uji F)

Model	Sum of Squares	Df	Mean Square	F_{hitung}	F_{tabel}	Sig.
Regression	184,067	2	92,034	8,073	3,25	0,001 ^b
1 Residual	421,833	37	11,401			
Total	605,900	39				

From the table above, it can be seen in the simultaneous test that the ANOVA or Ftest test obtained Fcount of 8.073 with a significance level of 0.001. The value of Fcount > of Ftable (8,073 > 3,25), this shows that simultaneously or together H0.3 is rejected and H3 was accepted, meaning that X1 online learning and X2 parental guidance have a simultaneous effect on Y variable student learning outcomes.

4. Conclusion

Based on the results of the research and descriptions that have been explained in the previous discussion, conclusions can be drawn in response to the problems posed in this study, that is:

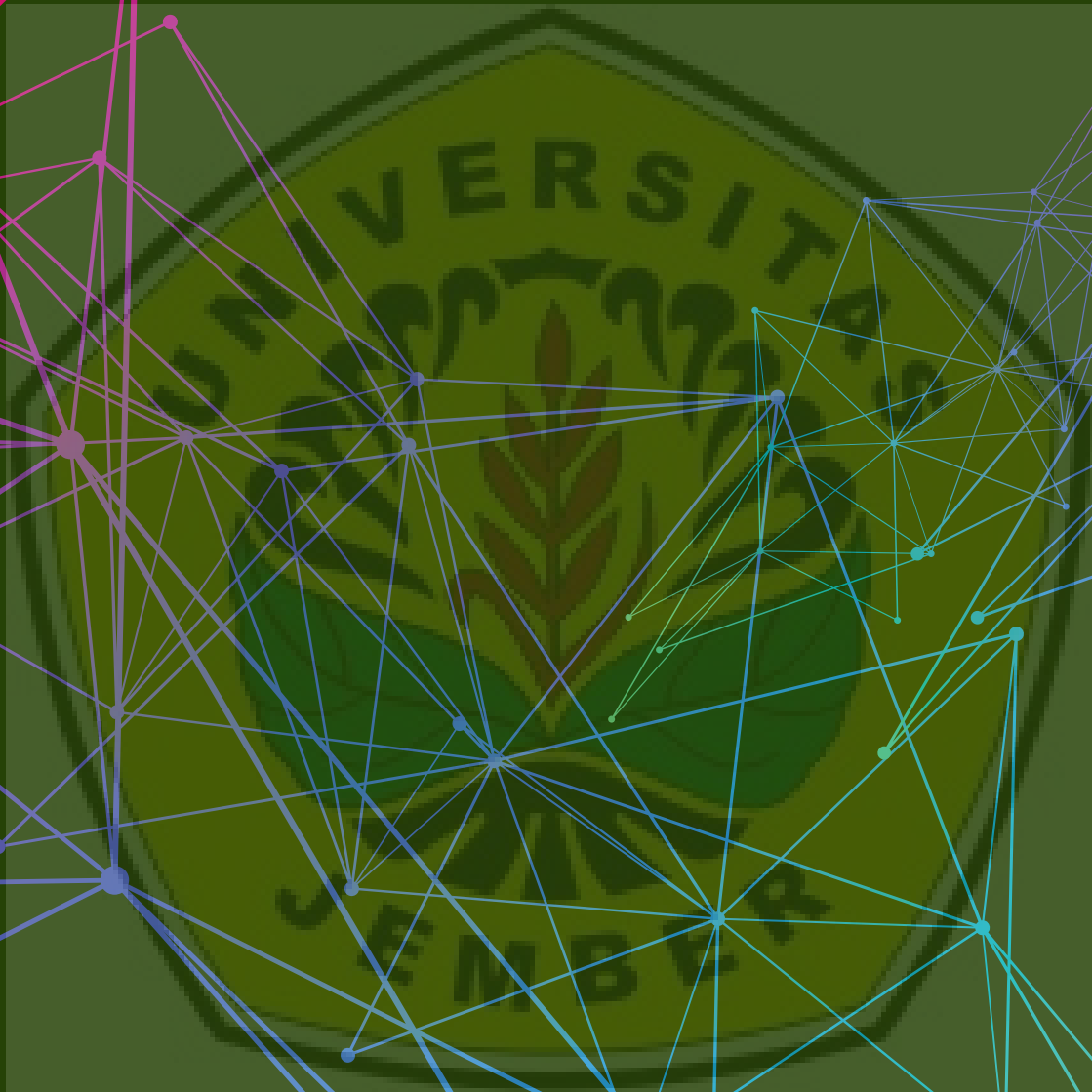
Research conducted partially shows that the independent variable, namely online learning, has a significant effect on student learning outcomes in class XI Geography Course at SMA 5 Jember. Because the value of t was greater than t table. Research conducted partially shows that the independent variable, namely Parental Guidance, has a significant effect on Student Learning Outcomes in Geography Lessons for class XI in SMA 5 Jember. Because the value of t is greater than t table. Research conducted simultaneously shows that the independent variables, namely Online Learning and Parental Guidance, have a significant effect on Student Learning Outcomes in Geography Lessons for class XI at SMA 5 Jember, this can be seen from the results of the Fcount greater than the Ftable.

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