



University of Jember
Faculty of Teacher Training and Education



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

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 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.

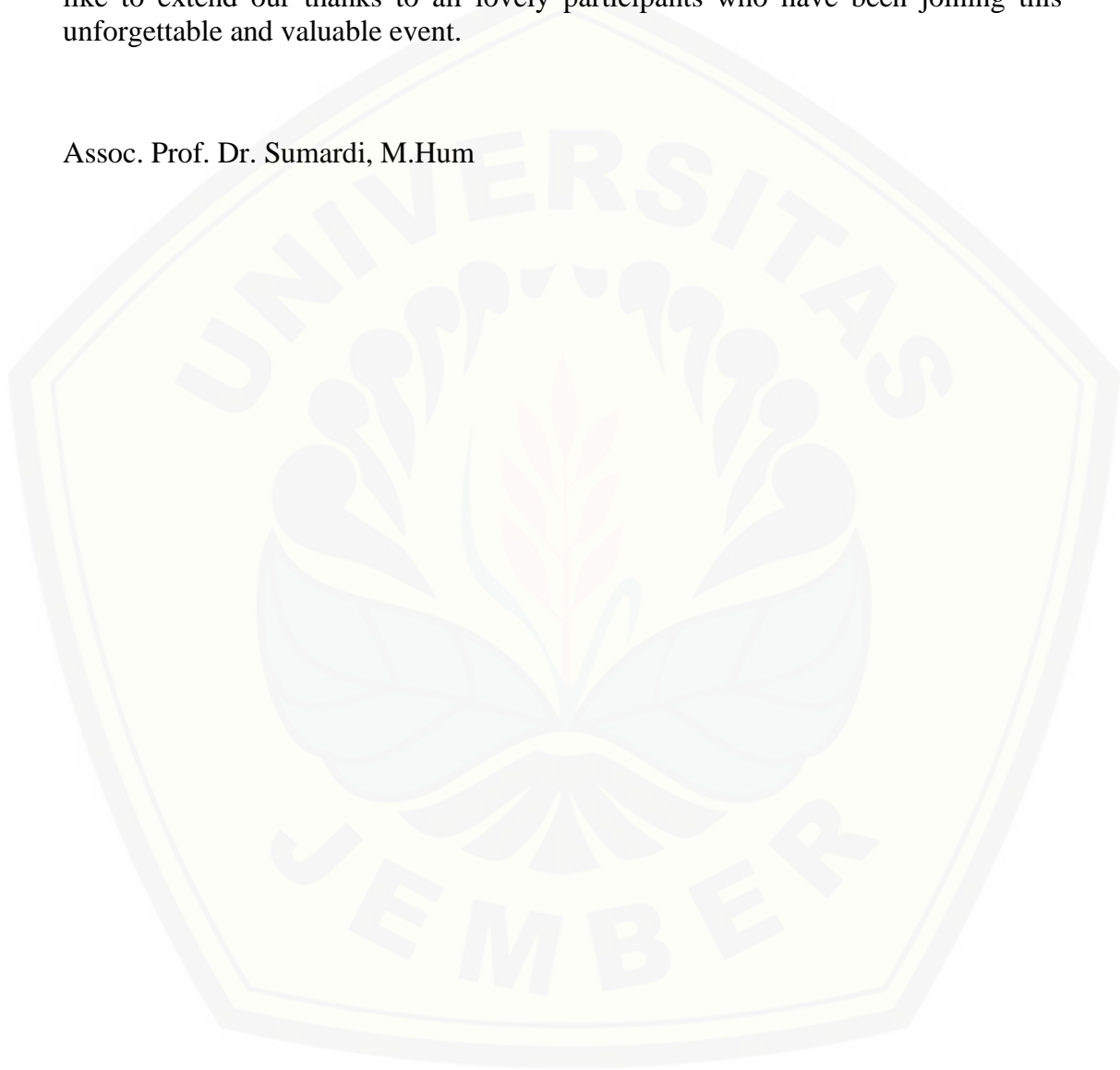
This conference becomes a dissemination forum for scientists working on theoretical and empirical research of environmental geography, transportation geography, geography education, social science and its application. This conference's mission is to become an annual international forum in the future, 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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Nomination submission begins: May 18, 2021



Nominate now!

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

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Teachers' ability analysis of developing innovative instructional design

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Abstract. Instructional design is a systematic procedure in practicing instructional activities. Developing instructional design is a complex series that require creativity, activity, and components interaction. Considering globalization stream and immense technology advance, educators need to improve their knowledges and abilities in instructional design. Therefore, learning design should always be innovative, adaptive, responsive towards era development and based on life skill. New perspective understanding in developing instructional design requires smart ethique in process. This research is qualitative study which examines lesson plans (RPP) which were developed by educators in senior high schools (SMA) within Jember district. The study aims to analyze innovation rate of teachers in instructional activities through examining lesson plans being developed. Innovative lesson plan indicators were adapted from "Measuring Innovation in Education 2019" by Vincent-Lancrin et al, namely learning purposes, media, models, evaluation, and content. Research results show that 90% history teachers has formulated innovative learning purposes, 10% was considering lack of innovative. Learning materials that have been developed 81.1% innovative, 18,9% was considered lack of innovative. Learning models selected 68.8% have been facilitating students to be innovative, while 31.2% has not meet innovative level. Learning media engaged provide opportunities for students to express their innovative way and creativity is 57%, while 43% has not accommodated students being innovative. For evaluation aspect within lesson plan 47% has provided students to be innovative in reflecting their knowledges, experiences, and skills, while 63% has not. This research will be engaged as considering factor for reseachers in designing models and learning media that innovative, adaptive, responsive based on life skill.

1. Introduction

Education institution as schools is place where pedagogy being applied. School provide society service as tools in generating young people with skills and talents. Teachers, industry, and stakeholder do believe that students must be supported with facilities through various teaching and learning models to improve intellectual ability [1].

Learning design is systematic procedure in improving teaching and training programs with reliable and consistent pattern. Learning design is complex series, creative, active, as well as interactive [2]. The complexity means sizes, scopes, and techniques. Spector and Ohrazda [3] emphasize the needs of automation of the complexity with providing deep understanding. New perspective awareness upon design learning means appreciating that learning design establishment needs a long way process. This process leads to extreme complexity and requires excellent manner. However, learning design represents task collection and challenges [3].

Innovative term could be define as ideas implementation or improvement for things in specific purposes. Relating education, innovation is sort of deviation from standard practice that obtains greater learning outcomes for students compared to regular or standard practice given equal amounts of resources and time. However, innovation does not always involve a mechanical, electronic or digital devices, it also could be teaching and learning. Innovative in pedagogical aspect means creativity and novelty which teacher changes style and method. Most countries have their educational institution implementing new ideas, methods,



technology based on innovation to enhance students potential. Innovation in teaching is significant for present and future education to preserve students to their full skills [4].

Learning process has become significant notion for early scholars and philosophers that continues until today. Education institutions have been existed since Greek philosophers started wondering about the world and human beings existence. So far, constructivism is more complex in designing instructional design process. Constructivism performs more open-ended learning experience that is not easily assessed, yet the results are varied for every student as constructivism judges every learner is different based on experiences [4].

In the second half of 20th century, history education successively extended its scope in many countries, from narrow cultural space into broader view. Eventually, history learning adjusted to deliver a new task in fostering citizens that align in a multicultural sphere. Many officials and countries have proposed intercultural educational programmes which attempt to involve minorities and transnational identities within community nation. However, in history teaching, preserving intercultural understanding sounds vague and ambiguous than fostering nationalism [5].

In 21st century, history subject experiences not so massive but significant issues need to be dealt. Many students do not consider history as valuable subject upon their lives, they do not see the learning values, they are likely not to study history as well as they should. Furthermore, most history classes has been the amount of time teaching and re-teaching the similar content, since students possibly could not remember what they have learned in previous years [2]. Furthermore, recently countries such as UK, Australia, and European possess issues into practical concern towards history teachers in higher education, namely critical reading and thinking, active learning, skills developments, as well as employability [5].

Public assumption upon teaching history mostly concerns on knowing history or the acquisition process of substantive knowledge; students should know the facts that are considered important. However, research indicates that many teachers of history in daily practice find it hard to combine knowing and doing history (Wineburg, 2001; Havekes et al; 2012). In addition, while establishing a historical context, teachers have tendency to begin lesson with focusing towards substantive historical knowledge as a foundation, before addressing doing history [4].

The importance of creativity and innovation within economic, social, and political issues have been acknowledged by most countries [5] [6]. Indonesian policy of education, as Kampus Merdeka tries to strengthen and improve innovation ability and establish knowledge-intensive economy based. Current education is interactivity within learning and teaching. Students are supposed not only what is being learned, but also have ability to learn from experience [7] [8].

They serve as an innovative teacher who will make learners have a good character, such as critical thinking ability, creative and able to solve the problem and have a high learning achievement [9]. Majority of teachers only create instructional design to complete administrative requirements [10]. High learning outcomes can be achieved by conducting inference and implementation of innovative changes. Teachers, however should be able to display their capability in creating innovative learning environment. Teachers are expected to enhance students creativity upon learning process, which is designed through lesson plan. Innovative lesson plan (RPP) is the key to promote innovative learning process and encourage students to release their full potential in learning. This paper attempts to examine teachers' lesson plan within Jember district to identify their level of innovative.

2. Method

This research engaged qualitative research. Qualitative research comprises of several

methods, namely logic, ethnography, discourse analysis, case study, open-ended interview, participant observation, counseling, therapy and etc [11]. Case study is a form of social attempt that emphasizes in how people interpret and make sense of their experiences to acquire the social reality among individuals [12]. The sample of the study was 15 lesson plans that selected randomly within high school of Jember district. The lesson plans were assessed using 6 innovative indicators with 30 statements. Innovative lesson plan indicators were adapted from “Measuring Innovation in Education 2019” by Vincent-Lancrin et al [13], namely learning purposes, media, models, evaluation, and content. The total number than converted to percentage to identify the innovative level of lesson plan.

3. Results and Discussion

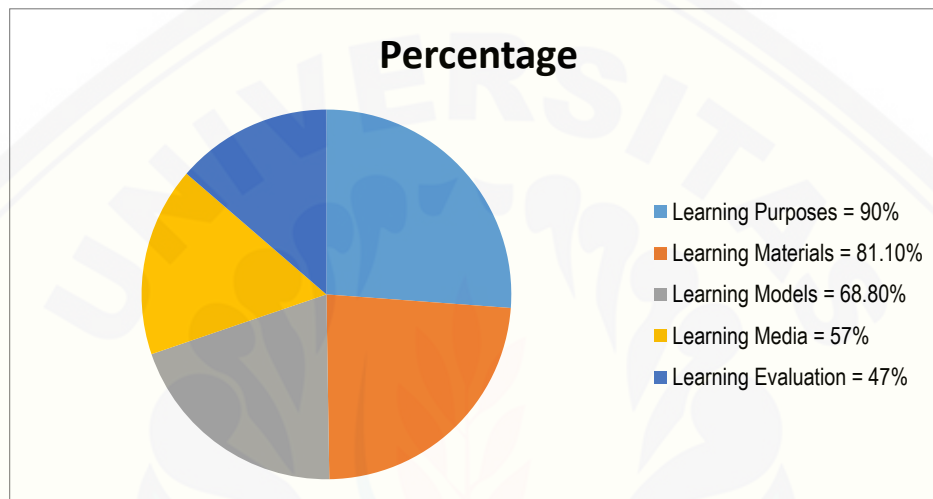


Figure 1. Percentage of innovative rate of history lesson plans

3.1 Learning Objectives

Learning objective deals with learning goals or objectives that a specific pedagogical targets. The complete spectrum of innovative varied from well-defined knowledge acquisition goals to the development of 21st century skills, namely creative, critical thinking, collaborative, and communication. Many literature and research examine of why learning objectives are necessary for students and proposed many reasons. The learning objectives in classrooms could be used to asses undergraduate performance. Then these measurement could describe whther and how ell students are learning. Learning objectives utilization improves the higher education experience for the students [14].

Learning objective deals with learning goals or objectives that a specific pedagogical targets. The complete spectrum of innovative varied from well-defined knowledge acquisition goals to the development of 21st century skills, namely creative, critical thinking, collaborative, and communication. Based on the research result, indicates that that 90% history teachers has formulated innovative learning purposes, 10% was considering lack of innovative.

3.2 Learning Materials

In educational institutions, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives. The educators need to focus upon bringing about developments in the teaching-learning materials. They need to conduct research and promote

modern and innovative methods to enrich the system of education [15].

Material means any form of a textbook, a workbook, video, handout, modules, and etc. Tomlinson states that material means anything could be engaged to support the learning process. Learning materials should achieve impact, means have a noticeable effect of learners. Learning materials also should help students to feel ease that could do in many ways. In addition, materials should help students to develop their confidence [16]. Based on the research result, learning materials that have been developed 81.1% innovative, 18.9% was considered lack of innovative.

3.3 Learning Models

Learning model is a description of the mental and physical mechanisms that are involved in the acquisition of new skills and knowledge and how to engage those mechanisms to encourage and facilitate learning. Silberman states that active learning and teaching methodologies could enhance students active experience. The active learning model could initiate action learning, self-regulated learning, problem-based learning, peer-learning and experiential learning. By engaging active learning models, a proper supported learning atmosphere assists students to develop key skills [17]. Learning models selected within lesson plans 68.8% have been facilitating students to be innovative, while 31.2% has not meet innovative.

3.4 Learning Media

Learning media is a way of communication. This term refers to anything that contains information between source and receiver. Learning media definition emphasizes on utilization of technology, concept, and context. Media is a tool used to transmit messages. Regarding teaching and learning, means to deliver content towards students to achieve learning goals.

Effective learning media utilization in formal situation, students would be able to learn independently or work together with peers. Media plays significant part of education. Generally, media is used within learning process as supporter to improve learning quality. Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form. Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall [18]. Learning media engaged provide opportunities for students to express their innovative way and creativity is 57%, while 43% has not accommodated students being innovative.

3.5 Learning Evaluation

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. Evaluation has been defined as a process of making judgement about students learning and their achievement, performance, competence, and educational programs according to assessment data [19].

Evaluation provides valuable feedback on the design and the implementation of the programme. Thus, evaluation plays a significant role in any educational programme. For evaluation aspect within lesson plan 47% has provided students to be innovative in reflecting their knowledges, experiences, and skills, while 63% has not.

4. Conclusion

Based on the result research, there some points could be concluded. Some aspects of lesson plan developed by history teachers are considered innovative, while other are not. The results indicating that teachers need more proper training in developing innovative instructional design that meet 21st challenges . This research will be engaged as considering factor for reseachers in designing models and learning media that innovative, adaptive, responsive based on life skill. For future research, this research could be developed into broader and deeper aspect.

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