**UNDERSTANDING THE BASIC CONCEPT OF GEOGRAPHY IN SOCIAL KNOWLEDGE SCIENCE SUBJECT OF DKI JAKARTA SCHOOL STUDENTS**

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**ABSTRACT**

This study aims to look at the picture pengusaaan basic concepts of geography on social studies, elementary school students (SD) in Jakarta. Background research isin the curriculum of 2013 there were demands to be met by teachers, mastery of the concepts of integrative science as the concept of IPS in the topics and themes. In connection with this, the researchers wanted to know whether the elementary school students to master the scientific concept properly in the basic concepts one essential concept of geography that is also part of the social studies learning.

This type of research is research expostfacto with the survey method. The study population is the entire elementary school located in the province of Jakarta. Samples were 30 schools. The data collection technique using a questionnaire in the form of tests whose results are scores were analyzed by frequency and percentage.

The results showed that the lowest scores concept is the concept of affordability, which occur in four areas, namely the administration of the Thousand Islands, North Jakarta, Central Jakarta and East Jakarta. While the other two regions, namely South Jakarta, West Jakarta and the lowest is in the mastery of concepts interrelations. Mastery of the highest concept is the concept of spatial linkages that occurred in four provinces include North Jakarta, West Jakarta, Central Jakarta, and South Jakarta. While the highest Thousand Islands region on the concept of pattern, and East Jakarta on the concept of utility value. Overallten understanding the basic concepts of geography in primary school students have not been optimum.

**Keywords :** Basic Concepts Geography, Student, Score.

**PRELIMINARY**

In 2013 the learning curriculum of Social Sciences (IPS) in Elementary School (SD) are required to use a thematic or topical approach has actually been in effect since the enactment of the previous curriculum, known as Curriculum SBC. However, in practice in school social studies teacher is still teaching based on the understanding that is owned, in terms of field kegeografian master teachers more for teaching geography, teachers more control of the field of history teaching historical material more than others and so on.

By learning model as mentioned have the disadvantage that the learning material becomes unbalanced, not in accordance with the required portion of the curriculum.

In the 2013 curriculum required IPS integrative learning with implementation using topical or thematic approach. So let's suppose a social studies teacher at the elementary school consists of graduate teachers who are not of PGSD, among other competencies background as a teacher of geography, history teacher, economics teacher and teacher of sociology, it must be able to master the integrative ingredient contained in the IPS study. In this approach an elementary social studies teacher should be able to master the IPS material in which includes a variety of science concepts. The concept of science that is contained in the IPS, among others, Geography, History, Economics, and Sociology. So in the curriculum of 2013 there were demands to be met by teachers, mastery of the concepts of integrative science as the concept of IPS in the topics and themes. In connection with the above, the researchers wanted to know whether the elementary school students to master the scientific concept properly in the basic concepts of geography essence or concept that is also part of the social studies learning. Based on the background described, the question arises researchers as formulation of the problem in the study of how the mastery of basic concepts of geography in social studies of elementary school students in Jakarta?

This research is expected to produce visible images or mapping of the mastery of basic concepts of geography at elementary school students. Mastery of the basic concepts of geography is very important for students to be used in everyday life.

1. **IPS Learning Itself**

Social Sciences is the integration of the elements of geography, history, economics, and sociology.Core Competence and Basic Competence IPS derived from the structure of knowledge of geography, history, economics, and sociology, which is packaged such that it can be developed into a subject or topic (theme) specific. Core Competence and Basic Competence IPS also concerning various social problems that are formulated with interdisciplinary and multidisciplinary approach. KI and KD may involve events and changes in people's lives by the principle of causality, cantonal, adaptation and environmental management, structures, processes and social problems as well as efforts on the struggle of living in order to survive as fulfillment, power, justice and security. KI and KD IPS uses three-dimensional (space, time, and value / moral) in reviewing and understanding social phenomena and human life as a whole [1].

In 2013 learning social studies curriculum has been using a thematic approach or topical. It means learning social studies must be carried out in the form of the actual integrated. If earlier in practice learning is still partial, but in 2013 should have an integrated curriculum [2].

The integration of learning IPS IPS is intended for learning more meaningful, effective, and efficient. The integration of the various branches of the social sciences such as sociology, history, geography, economics. Social Sciences formulated on the basis of reality and social phenomenon that embodies the interdisciplinary approach of the aspects and branches of the social sciences [3].

Interest IPS subjects the first to know the concepts related to people's lives and the environment, the Second, has the basic ability to think logically and critically, curiosity, inquri. Solve problems, and skills in social life. Third, commitment and awareness of social values ​​and humanity. Fourth, have the ability to communicate, collaborate and compete in a pluralistic society, locally, nationally and globally [4].

1. **Basic Concepts Geography Itself**

The concept is a notion that is derived from a set of data that have the same characteristics. The concept is the basis for the conduct of the students to think about things that have nothing to do with the concept. The concept is an abstraction of the incident, an idea about something in mind. It contains the interpretation and assessment, not just the fact that a stand-alone [5].

In deciphering an expression as a geographical concept, the expression must be linked to its spread, relationships, function, form, the occurrence and others [6].

Prof Soetanto stated that the concept of geography based on the opinions Minshul includes six concepts that agglomeration, location, distance, accessibility, interaction, spatial differentiation, and integration / synthesis [7].

While the concept of geography for learning in schools according to SEMLOK 1989, Suharyono describing as follows [8]:

1. concept Location

The concept of location is a concept that characterizes knowledge of geography and the geography of answers to the question "where?", The location or the position learned from elementary to high school or even college with different complexity at every level of the educational unit.

The location associated with being in the vicinity meant so beneficial or detrimental too. The location is near or at the edge of the road can make the price of land to be very expensive, but also less favored for purposes of residence of certain classes of people.

1. The concept of distance

The concept of distance is important for the social, economic and other terms. The distance is closely related to the location and the meaning of addressing the needs and basic necessities of life, transport of goods and people. Distance antaralain declared as good mileage associated with travel time and unit costs of transport.

1. affordability

Affordability which in English is called "accessibillity" is not necessarily related to the distance, but more to do with the field conditions can or whether there is a means of transportation or communication can reach on the site.

A place can be difficult or even unreachable said to be the place in a state of alienation or isolation barriers terrain composed of mountains, forests, swamps, deserts. Can be the cause of a less accessible place. Socio-cultural factors such as language, customs and attitudes of different population may also be a factor less affordable somewhere.

1. concept Patterns

Patterns form or arrangement relating to the spread of the phenomenon within the Earth, both natural phenomena or socio-cultural phenomenon. It studies the patterns of distribution of forms and phenomena, understand the meaning, or meaning, and seeks to make use of it, to intervene or modify the patterns in order to obtain greater benefits.

1. Morphology concept

Morphology describes the Earth as a result of the appointment or drop in the region. Morphology regarding the form fields related to erosion and sedimentation, land use, thick soil, water availability and the dominant vegetation types. Therefore morphology is related to human life.

1. Agglomeration concept

Agglomeration is the tendency of grouping a geographical phenomenon. For example, a place to stay in town clustered on a similar level causing an elite settlement, merchant settlement, settlement officers, and slums. In rural settlements tend to gather in the flat fertile ground and formed hamlets or villages.

1. The concept of Value Uses

Utility value is a social phenomenon that shows the difference in assessing a resident of the available resources. Resources are very useful for a population group is not necessarily for the rest of the population.

1. The concept of interaction or interdependence

Interaction is the interplay of events from one place to another place. Each place has potential resources and needs that are not always the same as what exists elsewhere. Hence then the interaction between a place that one with the other. The interaction occurs in the form of transport of goods, persons, services and information.

1. Differences Concept Space

The phenomenon is heterogeneous environments, have characteristics that vary and change from time to time. A phenomenon distinct from one place to another place about the phenomenon, the natural environment is not the same. Differences area encourages interaction between the place where the other one in the form of migration, exchange of goods, services and information.

1. The concept of Spatial Linkage

Linkage of spatial or spatial association showed linkage of the phenomenon in a place with the phenomenon elsewhere. The phenomenon can be natural and social phenomena. The diversity and the scarcity of vegetation, a variety of flora and fauna associated with and related to the particular place and the uniqueness of the area.

**RESEARCH METHODOLOGY**

This study is expostfacto with survey method on students' understanding of Elementary School (SD) to the basic concepts of geography on the subjects of Social Studies (IPS). The research was conducted in the Special Province of Jakarta (DKI Jakarta) is a city administrative area of ​​East Jakarta, South Jakarta, West Jakarta, Central Jakarta, North Jakarta and the Thousand Islands district. The population is around the elementary school students of Jakarta, with random sampling techniques, taken every city and county administrative regions 5 each school so that your overall number to 30 schools. At each school is taken one class in the fifth grade (V) with technical considerations. Data were collected by questionnaire in the form of a test containing the basic concepts of geography that consists of 20 items.

**RESEARCH RESULT**

1. **Acquisition Score Basic Concepts Geography In Overall in Jakarta**

From the results, the data of learners (hereinafter referred to as students), includes five municipalities and one district, which covers North Jakarta, East Jakarta, West Jakarta, Central Jakarta, South Jakarta and the Thousand Islands District.

Of the total of 30 schools or as many as 821 students who responded to the following is the result of the acquisition of the basic concepts of geography can be in the study.

The results showed that none of the students who achieve the maximum score in understanding the basic concepts of geography 10. The maximum score of understanding the basic concepts of geography were calculated based on the scores obtained in the range of 0 to the maximum score that can be achieved is 20. In the table by multiplying the number of students multiplied by the maximum score that can be obtained from the answers to the questionnaire. For example, in the Thousand Islands region administration and the number of students 111 maximum score that can be gained from the work on the problems correctly is 20, so the maximum score of 222.

Students in the Thousand Islands district obtained the lowest score and 91 the highest score of 145. This shows the tenth understanding the concept of geography is not maximized. Lowest geography concepts to understand is the concept of number 9 difference in the area (91) and the concept of affordability number 3 (93). While most understood concept is the concept of number 4 pattern (145).

Then the following is the result of the acquisition of scores of students in each administrative region based on ten basic concepts of geography:

Based on the above data shows that the concept of the lowest score was the concept of affordability, which occur in four areas, namely the administration of the Thousand Islands, North Jakarta, Central Jakarta and East Jakarta. While the other two regions, namely South Jakarta, West Jakarta and the lowest is in the mastery of concepts interrelations.

Mastery of the highest concept is the concept of spatial linkages that occurred in four provinces include North Jakarta, West Jakarta, Central Jakarta, and South Jakarta. While the highest Thousand Islands region on the concept of pattern, and East Jakarta on the concept of utility value.

1. **Acquisition of Basic Concepts Geography Score by Region Administration in Jakarta**

In the description below the data presented in the form of a frequency table of ten score geography concepts in students in each administrative region is the lowest score of zero (0) and the highest score is twenty (20). Obtaining a score in the Thousand Islands spread unevenly highest score is in the range of 12-14 followed by the range of 6-8 and 15 - 17. From this data it can be stated that for students in the Thousand Islands district ten material understanding geography concepts ranging from 6 to 17. scores for ten basic concepts of geography at elementary school students in North Jakarta, most are in the range of between 9 to 11 with 46 students or 28.2%, followed by the range between 6-8 of 40 students or 24.6%. From this it can be stated that the acquisition score ten understanding basic concepts of geography were in the range of 6 to 11 number 86 out of 163 students or 52.8%. Based on this it can be stated that the understanding of the concept of geography at the top ten 52.8% of students in North Jakarta low. Obtaining a score of ten basic concepts of geography at elementary school students in West Jakarta, most are in the range between 12 and 14, as many as 48 students or 34.4%, followed by the range between 9-11 of 35 students or 25%. From this it can be stated that the acquisition score ten understanding basic concepts of geography were in the range of 15 to 17 a number of 35 students or 25%. If combined, the range of scores that are in the 9-17 number of 118 students from 140 or 84.3%. Based on this it can be stated that the understanding of the concept of geography at the top ten students in North Jakarta was. The above data presented visually. Students are in the range of 12-14, followed by the range of 9-11 with a maximum score at 20 means understanding the basic concepts of geography materials for elementary school students in Central Jakarta is not optimum. Range of scores understanding dcapai by more than twenty (20) students are in the range of 6 -17. Obtaining score ten understanding of basic concepts of geography in the area of ​​East Jakarta administration shows different results with other regions presented earlier. In East Jakarta acquisition score range 6- 17 are almost equal, and in the score range of 18-20 are the frequency of 14 people or 9.3%. This is in contrast to other regions where the frequency of students who score 18-20 are relatively low. Rated Class Interval Jakarta Administration Concepts Geography Timur.Dari six administrative regions described acquisition scores show variation between regions. Each has been illustrated by the distribution of scores through the range of scores or grade interval, frequency and percentage. Of each - each region has to be distributed. The data has not been able to show rank or rating of each area to get an idea of ​​the areas where the highest mastery of the material and the range of scores which indicate dominance dominant or overall frequency of administration area of ​​Jakarta. Of the six administrative regions described acquisition scores show variation between regions. Each has been illustrated by the distribution of scores through the range of scores or grade interval, frequency and percentage. Of each - each region has to be distributed. The data has not been able to show rank or rating of each area to get an idea of ​​the areas where the highest mastery of the material and the range of scores which indicate dominance dominant or overall frequency of administration area of ​​Jakarta. Of the six administrative regions described acquisition scores show variation between regions. Each has been illustrated by the distribution of scores through the range of scores or grade interval, frequency and percentage. Of each - each region has to be distributed. The data has not been able to show rank or rating of each area to get an idea of ​​the areas where the highest mastery of the material and the range of scores which indicate dominance dominant or overall frequency of administration area of ​​Jakarta. Of each - each region has to be distributed. The data has not been able to show rank or rating of each area to get an idea of ​​the areas where the highest mastery of the material and the range of scores which indicate dominance dominant or overall frequency of administration area of ​​Jakarta. Of each - each region has to be distributed. The data has not been able to show rank or rating of each area to get an idea of ​​the areas where the highest mastery of the material and the range of scores which indicate dominance dominant or overall frequency of administration area of ​​Jakarta.

Based on the table above the highest frequency in the range of 9-14 is as much as 50.2% consists of a range of 9-11 with a frequency of 24.3% and a range of 12-14 with a frequency of 25.9%. This shows the understanding of the material that is not optimal for the area of ​​Jakarta. In the range of 18 -20 as the highest frequency is highest in East Jakarta with a percentage of 9.3%. The range of 15-17 frequency is highest in East Jakarta by the number of 25.2%. This does not happen in other administrative regions, thus show that the frequency range of the highest scores in the area of ​​East Jakarta. In other words, East Jakarta occupies the highest score in a matter of understanding the basic concepts of geography.

The frequency of the lowest score is the range of 0-2 highest in a thousand islands, namely 2.7% and in the range of 3-5 frequency 14.4% occurred in the same area. This does not happen in other areas, so that it can be stated that the Thousand Islands region occupies the lowest position in the understanding of the basic concepts of geography. Other regions are approaching the condition of the acquisition score as in the Thousand Islands is the administrative area of ​​North Jakarta. In North Jakarta on a range of scores 0-2 a frequency of 2.4% and the frequency of the range of scores 3-5 amounted to 12.9%.

**CONCLUSION**

The study concluded that ten understanding basic concepts of geography in social studies of elementary school students in Jakarta none reached the maximum score of ten means understanding the basic concepts of geography is not optimum.

Judging from understanding the concept perwilayah, East Jakarta administrative areas obtained the highest score, while scoring lowest for the Thousand Islands region. Then followed the administrative area of ​​North Jakarta.

**SUGGESTION**

Based on the findings in this study, further research is needed to find the cause has not been optimum achievement of understanding of the basic concepts of geography.

Based on the assumption of the cause has not been optimum understanding of the basic concepts of geography, recommended the training of the teachers in implementing the ten basic concepts in social studies that geography mission in helping the integrity and prosperity of the Homeland membelajarkan can be achieved. One way of achieving that is through integrative learning in social studies lesson. Research on learning resources and teaching materials used are also needed, as well as the possibility of other causes besides the foregoing.

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