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GEOGRAPHY LITERACY OF OBSERVATION INTRODUCTION LANDSCAPE REPRESENTATION PLACE FOR STUDENT EXPERIENCE (Ethnomethodology Perspective)

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Abstract

This study aims to describe the understanding of geography literacy and student experience with landscape recognition observations using an ethnometodology perspective. The subject of this study was the chairman of each landscape recognition practice group student geography education program from University of Jember. The results of this study that geography literacy has a dimension of relevance to geographic skills in representing contextual phenomena and places from landscape recognition observation activities. The results of both observational studies provide research experience, motivation, critical and scientific thinking skills for students represented in the mapping of the area.

Keywords: Geography Literacy, Student Experience, Ethnometodology

1. Introduction

Geography education is needed in understanding the phenomena, location, and world for prespective geographers. Geography literacy has an influence to explain physical information and human activities. Geography literacy skills are needed in the observation of landscape recognition. Turner and Leydon (2012), explained that literacy geography skills are very valuable for students in connecting the concepts and theories that are being learned at this time throughout the world. The component of spatial literacy in geography includes component of the concept of space, representational tools, and thought processes (NRC, 2006). Students must be able to visualize the geospatial distribution of culture, economics and natural resources to understand the complexity of the environment globally (Guertin et al., 2012). Knowledge geography literacy is used to understand, process, and utilize spatial data (Turner and Leydon, 2012).

The implementation of geography literacy is significantly influential in building spatial knowledge of students. Every individual has a different structure in processing

information and spatial thinking ability in the neurological system (Levinson, 2003). One method of observation that can be used to analyze geographic phenomena contextually in the learning of spatial literacy. Field observation activities in the introduction of landscapes are more centered on student activity. An integral component of the observation approach taken by students requires lecturers as facilitators and controls in the learning process (Chappell, 2007). Relations in observation activities will build communication between lecturers and students. Reflective participation and attitudes need to be shown by lecturers to students in providing an understanding of the introduction of landscapes.

The experience student from the practice of landscape recognition lectures serves to provide a reality picture of geographic phenomena occurring on the surface of the earth. The results of reflection from practice can build students' cognitive, affective, and psychomotor skills. Geography literacy in the observation landscape recognition requires high-level skills. Cotton et. al (2010), stated that geographic observation methods can provide selective, rational experience and behavior as well as arguments from observations. Special attention to observation methods of aspects affective experience in particular include attitudes, motivation, and student responses (Boyle et.al, 2007; Stokes & Boyle, 2009).

The purpose of this study was to determine the experience of student literacy geography in landscape recognition practices as a representation of places. The studies observed include physical phenomena and human activities in an integrated manner. The experience of students' geography literacy of landscape recognition practices was identified from their participation during observation activities.

2. The Methods

The method used in this research is qualitative with ethnometodology approach. This approach is used to understand the natural actions of a particular ethnic group, the study includes social agents of the community, understand their lives (a group of human life), and how they are sustained every day when interacting with their groups (Fatchan, 2015). Qualitative researchers aim to develop strategies and procedures by considering experience from the perspective of informants (Bogdan & Biklen, 1998). Qualitative research provides an opportunity to develop understanding of subject matter well (Denzin & Lincoln, 2008).

The subject of this study was the head of the landscape learning field practice group as many as 8 students. The information studied is distinguished the reasons: (1) Geography literacy understanding of students in the practice of landscape recognition observation lectures which are represented in the volcanology area of the Bromo Mountain in

Probolinggo Region; and (2) The experience gained by students from the observation of landscape recognition as a representation of a place in the volcanology area of Mount Bromo, Probolinggo Region. Individual experiences and insights are an important part of inquiry and critical thinking to understanding the information from interviews (Patton, 2002).

Data collection techniques are carried out by interviewing and documenting the research subject in depth. The informants in this study were students who took part in a landscape recognition introduction practice program in the volcanology area of the Bromo Mountain in Probolinggo Region. Data from the interviews were analyzed descriptively with the coding matrix of the informants. The coding technique is used to explore and connect between codes with each other. Themes and concepts are interpreted to prepare final reports in research (Miles, Huberman, & Saldana, 2015)

3. Results and Discussion

The informants in this study were taken from the chair landscape recognition practice group student of Geography Education Program in University Jember. Researchers choose informants according to activities the field in assessing geographic locations and phenomena. Researchers get informant with direct interviews with 8 selected students including: (1) Rislianta Alsabila (RA); (2) Cindy Eka Pratiwi (CEP); (3) Achmad Dwi Kurniawan (ADK); (4) Eva Kurniasari (EK); (5) Aisyah Widatul Khoiroh (AWK); (6) Moh. Fajar Septarianto (MFS); (7) Shandy Choirul Fatah (SCF); dan (8) Arum Cahyaning Utami (ACU). The eight informants provided data in the study with the following explanation:

Table 1: Geography Literacy in Practical Observation of Field Learning Introducation Landscape Recognition in Bromo Mountain Probolinggo Regency

No.	Name of Informant	Information	The Theme Found
1.	Rislianta Alsabila (RA)	1. *"The definition and essence of geography becomes difficult to understand when learning in class"*	1. Feeling an understanding of the concept of geography
		2. *"I understand the use of geographic principles and concepts in accordance with the facts in the field"*	2. Easy application in the field
		3. *"Understanding of natural and human phenomena can be studied in an integrated manner"*	3. Studying geography needs as a whole

		4. *"The geographic phenomenon is influenced by the location and place that distinguishes compared to other regions"*	4. Regional differences affect geographic understanding
		5. *"Landscape recognition introduction activities need to understand the geosphere study for all"*	5. Studying geography must be integrated
		6. *"Observation of landscape recognition uses more applications of concepts and principles from geography"*	6. Theories about geographic concepts and principles are needed in the field
2.	Cindy Eka Pratiwi (CEP)	1. "*Geography literacy in its application in the field requires an understanding of spatial thinking"*	1. The implementation of geographic literacy is influenced by spatial thinking skills
		2. *"Geography literacy builds on geographic thinking in interpreting phenomena, spaces and locations to study territory"*	2. Studying the region needs to master geographic literacy
		3. *"I feel the application of field observation is easier in providing knowledge and understanding of geography studies"*	3. Understanding and knowledge are more easily obtained from the results of field practice
		4. *"Objects of geography studies, principles and concepts needed in interpreting the location of observation"*	4. Understanding of phenomena can be analyzed with geographic concepts and principles
		5. *"Group collaboration is needed to study geographic phenomena in an integrated manner"*	5. Collaboration with key field practice teams
		6. *"The fact is that natural phenomena affect human activities at locations around Bromo Mountain"*	6. Natural and human phenomena are interconnected
		7. *"I have difficulty distinguishing spatial and territorial approaches in the introduction of landscape recognition applications"*	7. The geographical approach is difficult to apply in observation
		8. *"Field observations provide valuable experience because they demand critical and scientific thinking"*	8. Feel an experience that is hard to forget
3.	Achmad Dwi Kurniawan (ADK)	1. *"Geography literacy means understanding natural and human phenomena, location, place and region"*	1. Assessing the location and place requires geographic literacy skills
		2. *"I think geography literacy is*	2. Geography literacy is

		part of spatial or geographic thinking"	broader in substance than spatial thinking
		3. *"Observations in the introduction of landscapes provide an illustration that geography studies are in fact very broad"*	3. Geography discipline as the parent of science
		4. *"Field observation applications require spatial thinking skills, geography, and area mapping"*	4. Need to master geography skills in the application
		5. *"Field observation activities provide experience in studying phenomena, locations and places, and areas on the surface of the earth"*	5. Experience in studying facts and concepts in discipline geography
		6. *"I feel that geographical literacy is influenced by an understanding of the definition of geography, concepts, principles, and objects of study from geography"*	6. Understanding theoretically influences the application of geography literacy
		7. *"Landscape recognition observations provide experience that implementation in assessing geographic problems requires geological and geomorphology maps"*	7. Thematic mapping of regional phenomena
		8. *"Observation activities provide lifelong experience"*	8. Lifelong experience
4.	Eva Kurniasari (EK)	1. *"The geography phenomenon in the field includes physical and human"*	1. Phenomena
		2. *"Principles and concepts of geography of the main provisions in observing the introduction of landscapes in the field"*	2. The essence of geography concepts and principles
		3. *"Observation activities must bring maps as material to understand the phenomena"*	3. Map as supporting application research
		4. *"Observation activities also provide experience in researching geographic phenomena"*	4. Research experience
		5. *"I understand geography literacy part of the way of looking at phenomena with environmental conditions in certain regions"*	5. Geography literacy part in understanding phenomena at a particular location
		6. *"Geography literacy is useful*	6. Regional potential

		for studying regional potential"	can be analyzed by geography literacy
		7. *"Introduction to the landscape provides an overview of the geosphere study as a whole"*	7. Geosphere study
		8. *"I understand the concepts and principles of geography after the field observation application"*	8. Concepts and principles are easy to understand through practical learning
5.	Aisyah Widatul Khoiroh (AWK)	1. *"Geography literacy part of understanding phenomena in the field"*	1. Phenomena part of geography literacy
		2. *"Geography literacy forms the use of geographic concepts and principles in analyzing cases in the field"*	2. Concepts and principles of geography literacy analysis
		3. *"I feel that field observation activities are easier to understand the essence of geography"*	3. The essence of geography is easy to learn
		4. *"I think geography literacy is useful in building spatial thinking in studying the region"*	4. Geography literacy relates to the region
		5. *"Essential geography literacy skills in location observation"*	5. Literacy skills in assessing location
		6. *"The experience of geographic literacy can be seen from the way of spatial thinking"*	6. Spatial thinking
		7. *"I feel the observation of more landscape recognition activities to study regional phenomena"*	7. Assessing regional phenomena specifically
		8. *"Regional mapping needs to build geographic literacy"*	8. Region mapping
6.	Moh. Fajar Septarianto (MFS)	1. *"Geography literacy skills are useful in understanding all phenomena in the area of Bromo Mountain"*	1. Phenomena part of geography literacy
		2. *"I feel the logic of geography thinking is needed in studying phenomena"*	2. Interpretation phenomena requires geography thinking
		3. *"I find it very difficult to develop geography literacy thinking skills"*	3. Difficulties applying geography literacy
		4. *"As a geographer I feel the need for spatial thinking and literacy skills in studying the region"*	4. Provision of geographers includes spatial thinking skills and geography literacy
		5. *"Natural and physical phenomena are easy to learn as a geosphere study"*	5. Geosphere study
		6. *"Field observations provide*	

		experience in looking at the use of geography concepts" 7. *"Geography thinking, analysis and application skills are needed in building geography literacy"* 8. *"I find it a valuable experience that landscape recognition observations provide an illustration that geography studies the region supported by maps"*	6. Application of the concept of geography 7. Geography literacy is influenced by individual skills in analyzing and applying study geography 8. Mental experience map to study the region
7.	Shandy Choirul Fatah (SCF)	1. *"I feel geography literacy is useful in analyzing regions such as Bromo Mountain"* 2. *"Field observation activities provide an overview of geography phenomena"* 3. *"Geography literacy requires understanding geographic concepts and principles"* 4. *"Geography literacy skills are useful in analyzing phenomena and regions as a whole"*	1. Geography literacy to study the region 2. Geography phenomena 3. Application of geography concepts and principles 4. Analysis of regional studies requires individual geography literacy skills
8.	Arum Cahyaning Utami (ACU)	1. *"I feel that geographical literacy not only means studying location, but also places, relationships, activities, and regions"* 2. *"Implementation of geographic literacy requires geography thinking skills, geographic analysis, and geography applications""* 3. *The observation of the introduction of landscape in the Bromo Mountain area is more on understanding the concepts, principles and objects of geography study"* 4. *"The geosphere phenomena has various forms in fact in the field"*	1. The study of geography literacy interpretation the location and place, the relationship of natural and human phenomena in certain regions 2. Geography literacy skills 3. Understanding of the concepts, principles and object of geography studies 4. The form and facts of the geosphere phenomena at the observation site

Based on the findings in matrix I, we can find the following propositions as follows. The practice geography literacy through field observations includes studies of phenomena, locations, places, interactions, activities, and environments for regional studies. The application of geography literacy needs to be supported by spatial thinking skills, analytical

thinking, and application of geography for prospective geographers. The essence of geographic concepts and principles is needed in contextual practice supported by maps as a support to understand geography literacy. Landscape recognition observation activities provide experience for prospective geographers in interpretation geographic locations and phenomena in the spatial, environmental and territorial viewpoints for certain places on the earth's surface. In research the application of geographic concepts and principles plays a role in building the dynamics of geographic literacy, especially with the support of geographic skills.

Table 2: The Student Experience of Result Observation the Introduction Landscapes in Bromo Mountains Probolinggo Regency

No.	**Name** of **Informant**	**Information**	**The Theme Found**
1.	Rislianta Alsabila (RA)	1. *"Understanding concepts and theories is easier with field observation learning activities"*	1. Learning observation
		2. *"I feel the introduction of the landscape provides a valuable knowledge experience in understanding phenomena, locations, activities, and regions"*	2. Experience and knowledge about the essence of location, place and region
		3. *"I think that field observation activities are very helpful in critical research and thinking skills"*	3. Research and critical thinking skills in field learning
		4. *"Field observation activities provide experience in building geographical understanding for prospective geographers"*	4. Geographical skills
2.	Cindy Eka Pratiwi (CEP)	1. *"Learning field observation is more interesting in providing experiences to build geography thinking"*	1. The experience of applying geography thinking in the field
		2. *"The way of thinking in geography in my opinion includes the study of phenomena, location, place, activity, environment, and region"*	2. The experience geography thinking
		3. *"I think field observation activities provide experience in examining physical and human*	3. Research experience through observation learning activities

		phenomena as part of the analysis and application of geography"	
		4. *"I feel the field observation activities train in scientific thinking, especially in writing field practice reports and making scientific articles"*	4. The scientific thinking skills
3.	Achmad Dwi Kurniawan (ADK)	1. *"Observation activities give me more contextual experience than learning in class"*	1. Contextual learning experience
		2. *"The practice of field lecture observation learning provides an overview of phenomena formed due to the activity in certain areas"*	2. The essence of geography to study the region
		3. *"I feel that the practice of introducing landscape recognition provides understanding and knowledge about phenomena, location, place, interrelationships, activities within the scope of territory"*	3. Understanding and knowledge of geography disciplines about location, place, environment and region
		4. *"I have more motivated in studying geography, especially related to integrated geography"*	4. The motivation to learn geography
		5. *"I feel observation activities provide valuable experience in researching and field testing"*	5. The experiences of research and testing in natural laboratories
		6. *"Observation activities at Bromo Mountain help in scientific thinking which is realized in the form of practicum reports and scientific articles"*	6. The geographical scientific thinking skills
4.	Eva Kurniasari (EK)	1. *"I have real experience related to the essence of geography which includes phenomena, locations, places, activities, relationships, environment and regions"*	1. The substance studies discipline geography
		2. *"I feel that spatial thinking skills are more easily applied in the field directly than through classroom learning"*	2. The benefits of practical learning in the field
		3. *"Research activities train geography skills especially in analyzing physical and human*	3. The competence and skills to examine geographical

		phenomena specifically"	problems
		4. *"The experience of observation activities motivates me to apply geography concepts, principles and perspectives in studying the region for all geography learning"*	4. Motivation implementation of concept, principle and perspective in studying geography
5.	Aisyah Widatul Khoiroh (AWK)	1. *"Field observation learning provides an experience that is not easily forgotten"*	1. Life-long experience with contextual field observation
		2. *"More observation activities use geographic analysis skills"*	2. The experience analytical skills
		3. *"The first landscape recognition research experience for me"*	3. The experience research
		4. *"Observation practices critical and scientific thinking skills so that I am very motivated to be a geographer in analyzing facts and cases at Bromo Mountain*"	4. Geographers need critical and scientific thinking skills in studying phenomena
6.	Moh. Fajar Septarianto (MFS)	1. *"Landscape recognition observation activities provide experience in testing, measuring, researching and analyzing geographic phenomena"*	1. The experience of field observation learning
		2. *"Group collaboration is important in collaborative observation in the field"*	2. Learning collaboration
		3. *"Landscape recognition observations provide first time experience while studying geography in applications"*	3. The experience geography learning applications
		4. *"In my opinion, the application of concepts, principles, and point of view of geography is easier in the introduction of landscape recognition applications in Bromo Mountain"*	4. The geography applications are easier to apply directly in the field
		5. *"I am as r geographers requires an understanding of the way of geography thinking in its entirety which includes understanding the phenomenon, location and place, activities, relationships, spatial, environmental, and territories as a whole"*	5. The geography thinking for geographs includes phenomena, locations and places, and regions

		6. *"Field observation activities provide an overview to me in developing thematic maps such as geological maps, geomorphology and land suitability"*	6. Making thematic maps from field measurements
		7. *"Observation activities require students to be more active, think critically, and think scientifically in analyzing problems in the field"*	7. Student activity for critical and scientific thinking in observation learning
7.	Shandy Choirul Fatah (SCF)	1. *"Observation activities give me more lifelong experience in studying geography"*	1. The experience of lifelong learning
		2. *"I see geosphere studies need each layer to have a relationship in its application in the field"*	2. The relations between the layers of the geosphere
		3. *"Field observation activities provide me with the experience of testing and research both physical and human aspects for the first time"*	3. The first experience of trials and research
		4. *"I look at the results of more observations on applications in the interpretation of phenomena, location, place, interaction and interrelation, activity, environment, and territorial"*	4. The field observations of application geography disciplines in location and place, environment and region
		5. *"I feel that observation activities require geography thinking, analysis, and geography applications with cartographic support"*	5. The geography skills require maps as a medium of interpretation
8.	Arum Cahyaning Utami (ACU)	1. *"Observation activity on Mount Bromo is the first experience of research in studying geography for me in analyzing location and region"*	1. The experience geography research
		2. *"Understanding geography studies is easier by application through field observation practices compared to theories in classroom learning"*	2. The advantages of observation learning with field practice
		3. *"I feel that observation activities are easier to translate into maps supported by scientific reports"*	3. The results of observation learning with scientific reports supported by mapping the area
		4. *"I feel that group*	

	collaboration is very important every observation application research activities practice of introducing landscapes in in BromoMountain"	4. Collaboration research group

Based on the form of student experience as in matrix II new prepositions can be built. Landscape recognition observation activities provide experience for students throughout life in representing a place. Observation learning is very interesting to be applied directly in the field for geography disciplines. The applications of observation learning provide learning motivation for students to think critically and scientifically in interpreting geography phenomena. Observation serves to provide a research learning experience in constructing geographic thinking for each individual geographer contextually. Trial and measurement activities from observation activities are useful in the preparation of scientific reports and mapping of the area. Location and place need cartographic assistive science to interpret phenomena in studying the region.

The experience of students from observation activities has a function in building skills and thinking geography. Geography skills representation of the competencies expected activities by students in observation introduction landscape. Students as geographers will get new information as result of observation activities. The new information is knowledge for students which is useful for building a geographic thinking perspective.

Understanding of views about geography from more observational activities on scientific attention. The interpretation of the concept of landscapes and culture provides special strength in building spatial understanding for students. The findings Minca (2013), explained that the concept of landscape was at the core of scientific attention from generation to generation from geographers. The nature of geography with the power of phenomena and landscape provides knowledge in understanding the relationship of spatial theory and spatial analysis expressed from spatial systems. Conceptually understanding geographic phenomena can be easily understood as a whole according to the results of the reflection of the observation of the introduction of landscapes in the field. Understanding of natural and human relations is needed by geographers with survey activities and descriptions as an alternative in studying the potential of place and location (Boogaart, 2001).

Field observations affect the learning experience in particular student psychology in the field. Aspects of field experience will influence the development of cognitive, affective, and psychomotoric dimensions of students' thinking. The findings of Boyle, et al. (2007),

aspects of field learning will have an impact on student affective development which includes attitudes, motivation, and feelings. The development of psychology of students provide to experience in geography studies both in theoretical learning in the classroom and in field applications through landscape recognition activities.

The spatial thinking of students has a relationship with the role of geography literacy improving for understanding the geographical concept of "*sense of place*". Geography literacy give students more insight into: analysis of location, place, relationship, activity, environment, and region. The dynamics of increasing geographic literacy in K-12 challenge students to deepen geographical knowledge. Thinking geographically provides a connection between humans and places of contact with events, cases and facts from geographic phenomena. The findings Hunter (2016), geography literacy is more effective in interacting and collaborating among students to broaden experiences in different environments. Geography literacy provides an overview of phenomena as problem solving skills and motivating students. The view of geographic literacy information cannot be transferred in proving the phenomena that is examined directly in a particular place and location. The findings of Johnston and Webber (2003), the emphasize landscape learning requires maps in interpreting physical and social aspects of relationships. Information obtained by students is useful in exploring the geographic literacy of both the theory and practice of landscapes with contextual skills (Lyold, 2006).

Geographical literacy skills of each individual student can be ascertained differently despite conducting joint observation activities in groups. The findings Ottati (2015), that exploration of learning can provide different experiences related to geography literacy, attitudes, and experiences according to K-12. Experience in representing the place obtained by students after conducting observation activities is to train research skills, trial, survey, critical thinking, scientific thinking, and thematic map making. The findings Comber (2017), geography literacy has a relationship between pedagogic, social skills, geography, and poverty to build a culture of shared learning in the world of education. Student experience from observation in the form of lifelong learning, pedagogic development, geography skills, research skills, critical and scientific thinking, and writing scientific reports and articles. This experience shows that observation activities generate new knowledge can shape thinking patterns for students as geographers in landscape recognition practice activities.

4.Conclussion

Geography literacy is easier to apply directly in the field with practical learning activities. Students as geographers experience lifelong experiences that are difficult to forget. The experience gained includes the implementation of concepts and principles in the field, measurement, trials, surveys, and research learning. The number of experiences spurred students to develop geographic ways of thinking represented or described from the location and place observed.

Student activities in the field require thinking, analysis, and applications geography especially in studying the region. These skills will build the pedagogical dimension of students in analyzing all aspects of literacy which include: phenomena, place, relationship, activities, environment, and region. All these aspects will give a description of the place in a particular area or what is known as "*sense of place*". Students as geographs are motivated to think critically and scientifically in solving problems in areas that are the target of the introduction of landscape recognition in Bromo Mountain, Probolinggo regency. The natural and human phenomena studied were realized in the form of regional mapping. The aim is to describe all the problems and phenomena that exist in the observation location of landscape recognition. The application of observation activities needs to be mentally supported by each student so that it is easy to describe and analyze the problems faced. Thus, geographic literacy and skills thinking geography of students are useful to interpretation places and locations that are realized through mapping the area. The result is an analysis of both natural and human potential found in the area of observation activities.

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