

**EFEKTIVITAS MEDIA PEMBELAJARAN *GOOGLE EARTH* DALAM
MENINGKATKAN PEMAHAMAN MATERI DINAMIKA LITOSFER
SISWA DI SMA NEGERI 3 SINGARAJA**

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ABSTRAK

Pembelajaran geografi pada materi Dinamika Litosfer, khususnya vulkanisme, membutuhkan media yang mampu menyajikan fenomena keruangan secara lebih konkret. Penelitian ini bertujuan untuk menganalisis peran media pembelajaran *Google Earth* dalam meningkatkan keterlibatan siswa serta menguji efektivitasnya terhadap pemahaman materi Dinamika Litosfer dibandingkan dengan pembelajaran tradisional. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan desain *quasi experiment* tipe pretest-posttest control group design. Sampel penelitian adalah siswa kelas X SMA Negeri 3 Singaraja tahun ajaran 2025/2026 yang terbagi menjadi kelas eksperimen dan kelas kontrol. Teknik pengambilan sampel menggunakan random sampling. Data diperoleh melalui tes pemahaman dan lembar observasi keterlibatan siswa. Analisis data dilakukan dengan statistik deskriptif, uji normalitas, uji homogenitas, independent sample t-test, dan perhitungan N-Gain. Hasil penelitian menunjukkan bahwa rata-rata nilai kelas eksperimen meningkat dari 55,78 pada pretest menjadi 81,25 pada posttest, sedangkan kelas kontrol meningkat dari 55,30 menjadi 74,09. Nilai N-Gain kelas eksperimen sebesar 59,42% dan termasuk kategori cukup efektif, sedangkan kelas kontrol sebesar 42,58% dengan kategori kurang efektif. Hasil independent sample t-test menunjukkan nilai signifikansi $0,009 < 0,05$, sehingga terdapat perbedaan peningkatan pemahaman yang signifikan antara kedua kelas. Rata-rata keterlibatan siswa pada kelas eksperimen mencapai 80,00%, lebih tinggi dibandingkan kelas kontrol sebesar 78,75%. Dengan demikian, *Google Earth* efektif digunakan untuk meningkatkan pemahaman dan keterlibatan siswa dalam pembelajaran Dinamika Litosfer di SMA Negeri 3 Singaraja.

Kata kunci: *Google Earth*, pemahaman siswa, keterlibatan siswa, dinamika litosfer, vulkanisme.

**THE EFFECTIVENESS OF GOOGLE EARTH IN IMPROVING
STUDENTS' UNDERSTANDING OF LITHOSPHERIC DYNAMICS AT
SMA NEGERI 3 SINGARAJA**

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ABSTRAK

Geography instruction on Lithospheric Dynamics, particularly volcanism, requires learning media capable of presenting spatial phenomena in a more concrete and comprehensible manner. This study aimed to analyze the role of Google Earth as a learning medium in enhancing student engagement and to examine its effectiveness in improving students' understanding of Lithospheric Dynamics compared with traditional instruction. This study employed a descriptive quantitative approach using a quasi-experimental pretest-posttest control group design. The research sample consisted of Grade X students at SMA Negeri 3 Singaraja during the 2025/2026 academic year, who were divided into an experimental class and a control class. The samples were selected using a random sampling technique. Data were collected through comprehension tests and student engagement observation sheets. The data were analyzed using descriptive statistics, normality tests, homogeneity tests, an independent-samples t-test, and N-Gain calculations. The results showed that the mean score of the experimental class increased from 55.78 on the pretest to 81.25 on the posttest, while the mean score of the control class increased from 55.30 to 74.09. The experimental class obtained an N-Gain score of 59.42%, which was categorized as moderately effective, whereas the control class obtained an N-Gain score of 42.58%, which was categorized as less effective. The independent-samples t-test yielded a significance value of 0.009, which was lower than 0.05, indicating a significant difference in the improvement of students' understanding between the two classes. The average level of student engagement in the experimental class reached 80.00%, which was higher than that of the control class at 78.75%. Therefore, Google Earth is effective in improving students' understanding and engagement in learning Lithospheric Dynamics at SMA Negeri 3 Singaraja.

Keywords: Google Earth, students' understanding, student engagement, lithospheric dynamics, volcanism.