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Comparative Study of Learning Activities Between High School Students in Rural and Urban Physiographic Questions in Geography Learning in Badung Regency

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A B S T R A C T

The results of the research conducted at SMA Negeri 1 Mengwi and SMA Negeri 1 Kuta Utara show that there is a difference in student learning activities in geography learning between rural and urban areas in Badung Regency. This study aims to compare student learning activities using comparative quantitative research methods. Data collection techniques are carried out through observation, questionnaires, and documentation, then analyzed using descriptive techniques and hypothesis tests. Based on the results of the analysis, it was found that the average learning activities of students in urban areas are higher than in rural areas. Greater standard deviations in urban areas indicate a more diverse variety of learning activities than in rural areas. The distribution of learning activity categories also shows that more students in urban areas fall into the "high" and "very high" categories compared to students in rural areas. The results of the hypothesis test showed a significant difference between student learning activities in the two regions. These findings are an important basis for formulating more effective and contextual learning strategies according to the characteristics of each region.

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INTRODUCTION

Education is an important part of nation building. Geography is one of the subjects that must be in high school (SMA) according to the Indonesian curriculum. Geography subjects aim to develop knowledge, skills and attitudes towards physical and social geographical phenomena as well as environmental awareness. The development of knowledge, skills, and attitudes towards geographical phenomena can be carried out both in the classroom and outside the classroom. In this case, students must be active in learning geography (Gadeng *et al.*, 2022).

Geography is a subject that receives a lot of attention but in fact it is not liked by students because they consider geography to be a boring memorization subject. This is in line with the results of research observations Safitri and Herayanti, (2020) shows that learning activities in geography learning are still lacking. This can be seen from the number of students who chat with their friends or play with their friends while studying, and are sleepy. In addition, the results of the study Safitri and Herayanti, (2020) also shows that geography learning activities are still lacking, characterized by the passivity of students who only receive information and find it difficult to actively engage in learning.

Education in Indonesia has a significant difference between the specification of rural school categories and urban schools geographically. In general, rural areas are often identified with characteristics such as low population density, larger land area per individual, and the dominance of agricultural activities and natural resources. Meanwhile, urban areas are characterized by high population density, more complex infrastructure, and diverse and

industrialized economic activities (Rokhmaniyah *et al.*, 2022). Rural schools have distinctive geographical characteristics, where they are generally located in remote areas and far from urban centers, and are often surrounded by nature such as farmland, forests, or plantations. This causes accessibility to schools to be not fully adequate. While schools in urban areas are generally located in the middle of densely populated areas, surrounded by commercial buildings, housing, and other urban infrastructure. The location of the school is close to various public facilities and transportation, making it very accessible to students (Kushargina and Dainy, 2021).

Referring to this, learning activities in geography learning in high school students in rural and urban areas are very contrasting when examined in terms of learning opportunities, teacher qualifications, environment and institutional support. In rural areas, geography learning is usually supported by limited educational resources and facilities. In addition, teachers do not know how to use media, teachers are not used to using the learning environment *Information and Communication Technology* (ICT), and the teaching method is only lectures. In contrast to students in cities, although they have better access to educational resources and facilities, students in urban areas often face a lot of academic pressure. Fierce competition and high achievement demands can create stress and fatigue in urban learners, which can ultimately affect their academic performance. In addition, it is not uncommon for teachers who do not have enough time to prepare teaching materials, even though they have support options, affecting student learning in urban areas (Putri, 2022).

Badung Regency is one of the areas in the Province of Bali, Indonesia, which is located in the southern part of the island of Bali. Geographically, Badung Regency has an area of 418.52 km² and is divided into six sub-districts, namely Kuta, North Kuta, South Kuta, Mangwi, Abiansemal and Petang. Geographically, this region includes well-known coastal areas such as Kuta, Seminyak, and Nusa Dua, as well as hilly and rural areas in the north such as Mengwi, Abiansemal and Petang. Badung Regency also has good infrastructure with adequate road access, making it one of the economic and cultural centers in Bali (Fahrurrozhi and Kurnia, 2024).

Based on geographical location, it can be explained that schools in urban physiographic areas are schools that are located in densely populated and rapidly developing areas as tourism and commercial centers in Badung Regency. Meanwhile, schools in rural physiographic areas are schools in areas that have rural characteristics, far from urban centers, and dominated by agricultural land.

In this regard, it is important to examine the comparison of the learning of high school students in rural and urban areas in geography learning. Some of the research conducted in the field of education is more on research on learning methods and media. Research on the aspects that are very underpinning student activity in two places with different characteristics, namely rural and urban, is still rare. Understanding the differences and similarities between these two groups of students can help design more effective and efficient learning strategies. In addition, this research can provide a clearer picture of the educational situation, especially high school geography.

METHOD

This study is a comparative quantitative research, used to compare the learning activities of high school students in geography learning between rural and urban areas in Badung Regency. The data collection method is carried out through observation, questionnaires, and documentation. The collected data will be analyzed using descriptive analysis techniques and prerequisite tests. The determination of the sample area in this study uses the purposive area technique, which is the selection of areas based on certain characteristics that are considered relevant to the purpose of the study. The researcher determined SMA Negeri 1 Mengwi as a representation of rural schools and SMA Negeri 1 Kuta Utara as a representation of urban schools. In this study, the author took a sample of more or less respondents, with the

consideration that this number is expected to represent as a research sample. By using the slovin formula **n =** $\frac{N}{Nd^2+1}$Obtained The sample value at SMAN 1 Mengwi was 94 people and the sample value at SMAN 1 Kuta Utara was 94 people. This study uses *Proportional Random Sampling* to ensure every member of the population has an equal opportunity to be selected to be part of the sample. The analysis used for the research hypothesis test is the difference test or the t test. The t-test used is the independent sample t test. The t/t test was used to compare the mean between group 1 (in rural areas represented by SMAN 1 Mengwi) and group 2 (urban represented by SMAN 1 Kuta Utara).

RESULTS AND DISCUSSION OF THE RESEARCH

High School Students' Learning Activities in Rural and Urban Areas

The results of statistical descriptive analysis provide an overview of the learning activities of high school students in rural and urban physiographic areas in geography learning in Badung Regency. This analysis aims to understand the patterns, distribution, and trends of students' learning activities based on the region where they live. Using descriptive techniques, this study explores differences in the level of learning activities based on the mean value, standard deviation, and distribution of learning activity categories in each region. Through this approach, a deeper insight is gained into the factors that influence students' learning activities in different environments, both in urban areas with access to more modern educational facilities and in rural areas with distinctive social characteristics. The results of the descriptive analysis are presented in the form of a table and further interpretation to illustrate the main findings of this study.

Based on the results of the study, there is a difference in the learning activities of high school students between rural and urban physiographic demands in Badung Regency.

Table 1 Statistical Descriptive Test

		Statistics	
		Village	City
N	Valid	94	94
	Missing	0	0
Mean		31.07	31.93
Median		31.06	32.09
Hours of deviation		.503	.656
Minimum		29	29
Maximum		32	33

Source : Processed Data, 2025

The average learning activity of students in urban areas is higher than in rural areas, with a mean value of 31.93 in cities and 31.07 in villages. A larger standard deviation in urban areas (0.656) indicates a more diverse variety of learning activities compared to rural areas (0.503). In addition, the distribution of categories shows that the majority of students in urban areas fall into the "high" (77.7%) and "very high" (100%) categories, while in rural areas, the percentage of "high" (22.3%) and "very high" (71.3%) categories is lower than in urban areas. This indicates that urban environments tend to be more supportive of student learning activities than rural environments.

These findings are in line with Bronfenbrenner's theory of educational ecology in Dharma (2022) which emphasizes that the social and physical environment influences students' academic development. In a previous study by Rasyid et al. (2024), it was found that accessibility, teacher quality, infrastructure, culture, and technology play an important role in the difference in educational experiences between rural and urban. Schools in urban areas generally have more modern facilities, better internet access, and more competitive quality of teaching staff (Edo & Yasin, 2024), which has an impact on the high learning activity of students. Meanwhile, schools in rural areas still face limitations in infrastructure, accessibility, and educational resources (Huguette, 2021), which can affect the intensity of student learning

activities. However, closer social life in rural areas and strong mutual cooperation values remain supporting factors for character-based learning.

Thus, although there are significant differences between student learning activities in rural and urban areas, each region has unique characteristics that need to be accommodated in the development of learning strategies. The government and education stakeholders need to take concrete steps to reduce this gap in learning activities through equitable distribution of education quality, teacher training, procurement of facilities, and the development of learning based on local potential.

Differences in High School Students' Learning Activities in Rural and Urban Areas

To obtain a clearer picture of the level of learning activity of high school students in rural and urban physiographic areas in geography learning in Badung Regency, the results of data analysis are presented in the form of assessment norms. This assessment norm aims to categorize the level of student learning activities based on a certain range of values, so as to provide a deeper understanding of the distribution of learning activities in the two regions. Using assessment norms, the results of the study can be classified into several categories, such as low, medium, high, and very high, which allows for a more comprehensive comparison between student learning activities in rural and urban areas. The presentation of data in this form also helps in identifying patterns of learning activities as well as factors that may affect them.

The following table presents the norms of assessing the learning activities of high school students in rural and urban physiographic terms, which is the basis for analyzing the differences in the level of learning activities in the two regions.

Table 2 Assessment Norms

No	Interval	Category	Village		City	
			F	%	F	%
1	25-39	Very Less	0	0	1	1.1
2	40-54	Less	1	1.1	5	5.3
3	55-69	Enough	5	5.3	15	16.0
4	70-84	Tall	21	22.3	73	77.7
5	85-100	Very High	67	71.3	94	100.0
	Sum		**94**	**100.0**	**94**	**100.0**

Source : Processed Data, 2025

Based on the data presented, it can be seen that there are variations in the learning activities of high school students in rural and urban areas based on the predetermined interval category. In general, the majority of students in both regions were in the "high" and "very high" categories of learning activity, with a more dominant distribution in urban areas.

In rural areas, no students are classified as "very lacking" (0.00%), while 1 student (1.1%) is classified as "lacking." A total of 5 students (5.3%) were in the "adequate" category, while 21 students (22.3%) were in the "high" category. Meanwhile, the majority of students in rural areas, 67 students (71.3%), fall into the "very high" category.

Meanwhile, in urban areas, there are 1 student (1.1%) who is in the "very poor" category and 5 students (5.3%) in the "poor" category. A total of 15 students (16.0%) were in the "adequate" category, while 73 students (77.7%) were in the "high" category. Interestingly, all students in urban areas (94 students or 100%) were recorded in the "very high" category, indicating that the level of learning activity in urban areas overall was higher than in rural areas.

To test this hypothesis, an analysis was carried out using the t-test with the help of the SPSS statistical software version 27. The results of the calculation of the t-test analysis regarding the difference in student learning activities between rural and urban in geography learning are presented in the following table.

Table 3. T test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Itself.
1	(Constant)	30.223	.135		224.172	.000
	X1	.851	.085	.591	9.981	.000

a. Dependent Variable: Y1

Source : Processed Data, 2025

The results of the hypothesis test in this study show that the difference is significant, with a calculated t value greater than t table and a significance value below 0.05, showing that there is a significant difference in learning activities between high school students in rural and urban physiographic studies in geography learning in Badung Regency.

The implications of these findings suggest that further efforts are needed to design educational strategies that can reduce the gap in learning activities between rural and urban students, especially in terms of access to more equitable educational resources. With improvements in educational infrastructure, teacher training, and the use of more inclusive learning technology, it is hoped that it can support a more equal quality of learning in both regions.

This is in line with previous research that states that accessibility factors, teacher quality, infrastructure, culture, and technology play an important role in shaping students' learning experiences (Rasyid et al., 2024; Aisah et al., 2022). Students in urban areas tend to have better access to learning resources, such as modern technology, high-speed internet, and more complete educational facilities, which support more effective learning (Edo & Yasin, 2024). Meanwhile, students in rural areas face limitations in terms of accessibility and educational infrastructure, which can affect the effectiveness of their learning (Aulia, Asbari & Wulandari, 2024). However, a closer social environment in rural areas and strong mutual cooperation values can provide advantages in learning based on social interaction (Huguette, 2021).

Distribution Strategies to Improve Student Learning Activities in Rural Physiographic Mintakat

The findings of this study show that there is a significant difference in learning activities between high school students in urban physiographic and rural physiographic studies. Students in urban physiographic studies showed higher levels of participation in class discussions, use of online resources, as well as involvement in extracurricular activities compared to students in rural areas. This difference is statistically significant, as shown by the results of the t-test (t count = 9.981 > table t = 1.972; $p < 0.05$), which shows that the gap does not occur by chance, but is the result of various structural and pedagogical factors that differ between the two regions.

Based on these conditions, a strategy that can be recommended to improve student learning activities in rural areas is to provide continuous training to teachers. This training needs to focus on mastering educational technology, developing interactive teaching media, and implementing active learning strategies that are able to stimulate student involvement. The Ministry of Education and Culture (2020) emphasizes the importance of strengthening teachers' pedagogic competence through relevant and applicable training, so that teachers are able to create a conducive and fun learning atmosphere, especially in areas with limited facilities.

Furthermore, the use of technology in learning must also be expanded in rural areas. Teachers can integrate platforms such as Kahoot, Quizizz, or Educaplay through local networks or offline use of apps. This innovation aims to reduce student boredom due to the dominant lecture method and provide a more interesting alternative learning media. Educational game-based learning strategies have also been proven to be effective in increasing student participation and learning motivation, especially in the context of geography learning that requires spatial and visual understanding (Suryani & Pranoto, 2021).

Policy support from local governments and education stakeholders to provide learning support facilities in rural schools, such as stable internet access, ICT devices, and digital learning resources. Equitable distribution of education quality cannot be achieved without a commitment to strengthen education infrastructure in areas that have been left behind. These efforts are in line with the national vision in creating an education system that is inclusive, fair, and adaptive to the times (Yuliana, 2023). Therefore, strengthening teacher competence and optimal use of educational technology is a strategy in overcoming differences in learning activities between students in rural and urban areas. If this effort is carried out continuously and continuously, the quality of the learning process in rural schools can increase significantly, thereby contributing to the realization of equity and improvement of the quality of education throughout Indonesia.

CONCLUSION

Based on the research that has been carried out, it can be concluded that there is a significant difference in the learning activities of high school students in rural and urban areas in geography learning in Badung Regency. The average learning activity of students in urban areas is higher than in rural areas, which is indicated by greater mean values as well as higher standard deviations, where the majority of students in urban areas are in the "high" and "very high" learning activity categories, while the percentage of students in those categories is lower in rural areas. Environmental, infrastructure, and accessibility factors are the main causes of this difference, as urban schools generally have more modern facilities and better access to technology. The results of the hypothesis test also showed that there was a significant difference in learning activities, which was influenced by the quality of teaching staff, internet access, learning culture, and availability of educational resources. Schools in urban areas gain more support in these aspects thus allowing students to be more active in the learning process, while schools in rural areas despite facing limitations, still have an advantage in social values and culture of mutual cooperation that supports learning interactions. Therefore, efforts are needed to improve the quality of education in rural areas to reduce the gap in learning activities between schools in rural and urban areas.

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