Student Perceptions of the Prospects of the Geography Education Study Program

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ABSTRACT
Purpose of the study: The aim of this research is to describe students' perceptions of the prospects of the Geophysical Education Study Program.

Methodology: The method used in this research is descriptive qualitative. To obtain the desired data and in accordance with the interests of research explanation, the author used data collection techniques through questionnaire instruments and the techniques used in analyzing the data were in the form of percentages.

Main Findings: Based on the results of the analysis in this research, the following were found: (1) the indicators of student views of the Geography Education Study Program are in the high category, (2) indicators of student responses regarding the Prospects of the Geography Education Study Program are in the medium category, (3) indicators The Geography Education Study Program students feel that they are in the high category in terms of study program development, which is good at providing education and learning, producing quality graduates, as well as developing the professionalism of internal human resources in order to produce superior and reliable figures.

Novelty/Originality of this study: This research can be useful for the Geography Education Study Program, namely as information in the development of the Geography Education Study Program and as literature for further research, especially those related to the development of the Geography Education Study Program.

Keywords: Geography, Perception, Prospect, Response, Vision and Mission

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1. INTRODUCTION
Education is a long-term investment in human resources which has strategic value for the continuity of human civilization in the world [1]-[3]. Almost all countries place the education variable as something important and main in the context of nation and state development. Likewise, Indonesia places education as something important and main, namely one of the national goals of the Indonesian people is to make the nation's life smarter [4]-[6]. Education is a process in order to influence humans so that they can adapt as best as possible to their environment and thus will bring about changes in themselves that enable them to function strongly in the life of society [7]-[9].

Gorontalo State University is a university consisting of several faculties, departments and study programs that will develop human resources, which will later be prepared to manage natural resources, especially in the Gorontalo area. One of the Geography education study programs is a study program under the
The approach used in this research is a qualitative approach, namely research that is more directed at revealing a problem or situation as it is and revealing existing facts [18]-[20]. The results of this research are more focused on being able to provide a true picture of the object to be studied, namely Student Perceptions of the Prospects of the Geography Education Study Program at Gorontalo State University, Department of Physics, Geography Education Study Program.

2. RESEARCH METHOD

2.1. Types of Research

The approach used in this research is a qualitative approach, namely research that is more directed at revealing a problem or situation as it is and revealing existing facts [18]-[20]. The results of this research are more focused on being able to provide a true picture of the object to be studied, namely Student Perceptions of the Prospects of the Geography Education Study Program at Gorontalo State University, Department of Physics, Geography Education Study Program.

2.2. Population and Sample

Sugiyono [21] stated that population is a generalized area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. In this study, the population was taken from all students at Gorontalo State University. Considering the limitations of time, funds and personnel possessed by researchers, not all of the student population in the Geography Education Study Program were sampled in this research. To obtain the desired sample, a sampling technique is used, namely probability sampling technique, where each member of the population has the same opportunity to become a research sample. Meanwhile, the sample selection method used is proportionate stratified random sampling, which is a method used when the population has elements that are not homogeneous and proportionally stratified [21]-[23].

In this research, to determine the sample size according to Arikunto [24], if there are less than 100 subjects, it is better to take all of them so that the research is population research. If the number of subjects is greater than 100, then the sample size can be taken between 10-15% or 20-25%, so the sample size used in this
research is 20% of 385 so the required sample size is 77 students. So, the total sample used in this research was 77 students.

2.3. Data Collection Technique

The data collection technique that will be used in this research is a questionnaire technique. According to Arikunto [24] a questionnaire is a list of statements given to other people with the intention that the person given is willing to respond according to the user's request. This questionnaire was created and distributed to all respondents with the aim of obtaining data about student perceptions of geography learning. In this research, researchers used a questionnaire prepared according to indicators of students’ perceptions of the prospects of the Geography Education Study Program, where each statement item was accompanied by 5 alternative answer choices in the form of a, b, c, d, and e which were arranged based on a Likert scale.

The instrument used in this research is a questionnaire instrument. To measure students' perceptions about the prospects of the Geography Education Study Program, the type of measurement used in the research is a Likert scale type. Research always relies on measurement. There are two important characteristics that every measurement tool must have, namely: validity and reliability.

The validity test in this research questionnaire was carried out to test whether the items in the research instrument used were valid or not [25], [26]. If the T_{count} value is greater than the T_{table} value, then the statement item is declared valid. The validity of this questionnaire item is determined using the product moment correlation formula. The questionnaire distributed to students as respondents in this research was first tested on several students. In this case, the trial of the statement items in the questionnaire instrument was distributed to 40 students who were not included in the research sample which consisted of 51 questions. After all the questionnaires were distributed and collected again, they were checked and a validity analysis was carried out, it was found that from all the statements in the questionnaire, 36 statements were declared valid to be used as a measuring tool in research on the Prospects of the Geography Study Program.

After testing its validity, the questionnaire is then tested for reliability, namely to find out whether this questionnaire can be trusted in collecting the data needed in the research. Reliability is the accuracy of the tool in assessing what is being assessed. The reliability of a tool used to measure whatever is to be measured [27], [28]. Therefore, questionnaire reliability testing was used using the Alpha Cronbach formula. After conducting a reliability test on the questionnaire using Cronbach's Alpha equation, it was found that the alpha coefficient value was 0.89 for the instrument reliability test before the invalid item was dropped, the reliability was high, while for the instrument reliability test after the item was dropped the alpha coefficient value was 0.90, the reliability was perfect.

2.4. Data Analysis

Based on the method used, namely the descriptive method, the data analysis technique used is qualitative descriptive analysis which is a description of student perceptions about the Prospects of the Geography Education Study Program using percentages [29],[30]. Researchers calculate the percentage of answer choices for each student in each perception indicator. Meanwhile, to determine the level of study program prospects in the Geography Education Study Program, it is divided into three categories, namely low, medium and high [31].

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Category</th>
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<tbody>
<tr>
<td>85% ≤ Y ≤ 100%</td>
<td>High</td>
</tr>
<tr>
<td>70% ≤ Y ≤ 85%</td>
<td>Medium</td>
</tr>
<tr>
<td>Y ≤ 69%</td>
<td>Low</td>
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3. RESULTS AND DISCUSSION

3.1. Views on the Prospects of the Geography Education Study Program

Indicators of views regarding the prospects of the Geography Education Study Program for more detailed research data will be described as follows:

3.1.1. Superiority

Based on percentage analysis, in the indicator of views regarding the object of excellence, there is statement item 1 with the statement that the Geography Education Study Program can compete with educational study programs at the Mathematics and Natural Sciences Faculty with the number of respondents answering as many as 77 students. For statement item 1 with a positive statement, the strongly agree category was 71.42%, the agree category was 27.27%, the doubtful category was 1.20% and for the disagree and strongly disagree categories it was 0.00% meaning no one chose the category Meanwhile for statement item 2 with a negative statement, namely the Geography Education Study Program failed to compete with the education study program...
at the Faculty of Mathematics and Natural Sciences for the strongly agree category 42.85%, agree category 38.96%, doubtful category 9.09%, no category agree 6.49%, and for the strongly disagree category that is 2.50%.

Thus, from the results of the research that has been carried out on the objects of excellence as in statements in number 1 and number 2, a percentage of 98.69% and 8.99% is obtained, meaning that the results of this percentage show that the Geography Education Study Program can or fails to compete with other departments within the Faculty of Mathematics and Natural Sciences are reviewed and included in the high category.

3.1.2. Scientific Cluster
In statement item 3, namely the teachers in the Geography Education Study Program, there are several scientific groups with a total of 77 respondents answering. Based on the percentage analysis for the strongly agree category, namely 31.16%, agree category 57.14%, doubtful category 10.39%, disagree 1.20%, while for the strongly disagree category 0.00% meaning no one choose that category.

Thus, from the results of research that has been carried out on objects of scientific groups such as those in statement number 3, a percentage of 88.3% is obtained, meaning that the results of this percentage show that the teachers in the Geophysical Education Study Program have several scientific families and are included in high category.

3.1.3. Learning System
In statement item 4 with the statement, the Geography Study Program learning system is good with the number of respondents who answered as many as 77 people for percentage analysis in the strongly agree category, namely 37.60%, agree category 50.60%, doubtful category 9.09%, no agree 2.50%, while for the strongly disagree category 0.00% means no one voted in that category.

Thus, from the results of the research that has been carried out on learning system objects as stated in statement number 4, a percentage of 88.2% is obtained. This means that the results of this percentage show that the Geography Study Program learning system is good in terms of learning system objects and is in the high category.

3.1.4. Human Resources
In statement item 5 with the statement, the Geography Education Study Program develops human resources at a higher level of potential/knowledge with the number of respondents answering as many as 77 people based on percentage analysis for the strongly agree category, namely 53.20%, agree category 38.96%, category 7.79% undecided, while for the disagree and strongly disagree categories 0.00%, meaning no one chose that category.

From the results of research carried out on human resource objects as stated in statement number 5, a percentage of 92.16% was obtained, meaning that the results of this percentage show that the Geography Education Study Program develops human resources at a higher level of potential/knowledge in terms of human resources objects are in the high category.

3.1.5. Facilities and Infrastructure
For statement item 6 with the statement, Facilities and infrastructure in the Geography study program are complete with the number of respondents answering as many as 77 people based on percentage analysis for the strongly agree category, namely 9.09%, the agree category 28.50%, the unsure category 40.25%, the disagree category was 22.07% and the strongly disagree category was 0.00%, meaning that no one voted in that category.

From the results of research carried out on facilities and infrastructure objects as stated in statement number 6, a percentage of 37.59% was obtained, meaning that the results of this percentage show that the facilities and infrastructure in the Geography study program are complete in terms of facilities and infrastructure objects. fall into the low category.

3.1.6. Financial Management
For statement item 7 with a statement, the administration of the Geography Education Study Program was well organized with the number of respondents answering as many as 77 people for the percentage analysis in the strongly agree category, namely 15.58%, the agree category 40.25%, the unsure category 32.46%, the disagree category is 10.38% and the strongly disagree category is 1.20%.

Thus, from the results of research carried out on financial management objects as stated in statement number 7, a percentage of 55.83% was obtained, meaning that the results of this percentage show that the Administration of the Geography Education Study Program is well organized, in terms of financial management objects included in low category.
3.1.7. Sustainable
For statement item 8 with the statement, graduates of the Geography Education Study Program need opportunities to continue their higher education with the number of respondents answering as many as 77 people based on percentage analysis for the strongly agree category, namely 46.75%, the agree category 40.25%, the doubt category -doubtful 10.38%, disagree category 2.50% and strongly disagree category 0.00%.
Thus, from the results of research that has been carried out on sustainable objects as stated in statement number 8, a percentage of 87% is obtained. This means that the results of this percentage show that graduates of the Geography Education Study Program need opportunities to continue their higher education in terms of sustainable objects included in high category.

3.1.8. Academic Management
In statement item 9 with the statement, In my opinion, the academic management of the Geography study program is a reference for other study programs with the number of respondents who answered as many as 77 people. Based on percentage analysis for the strongly agree category, namely 23.37%, agree category 44.15%, doubtful category 27.27%, while for the disagree category 5.19% and strongly disagree 0.00% meaning no one choose that category.
Thus, from the results of research carried out on academic management objects as stated in statement number 9, a percentage of 67.52% was obtained, meaning that the results of this percentage show that in my opinion the academic management of the Geography study program is a reference for other study programs in terms of the object academic management is in the low category.

3.1.9. Curriculum Design
In statement item 10 with a statement, in my opinion the Geography Education Study Program can design a curriculum well with the number of respondents answering as many as 77 people for the strongly agree category, namely 25.97%, the agree category 38.96%, the unsure category 16.88 %, while for the disagree category it was 1.20% and strongly disagree 0.00%, meaning that no one voted in that category.
Thus, from the results of research that has been carried out on curriculum design objects as stated in statement number 10, the percentage obtained is 64.93%, meaning that the results of this percentage show that in my opinion the Geography Education Study Program can design the curriculum well in terms of the design object. curriculum is in the low category.

3.1.10. Quality Assurance
In statement item 11 with the statement, Geography Education can be guaranteed to have very good quality with the number of respondents who answered as many as 77 people. Based on percentage analysis, the strongly agree category is 35.06%, the agree category is 49.35%, the unsure category is 10.38%, while the disagree category is 3.89% and strongly disagrees 1.29%.
Thus, from the results of research carried out on quality assurance objects such as those in statement number 11, a percentage of 84.41% was obtained, meaning that the results of this percent show that Geography Education can be guaranteed to have very good quality in terms of the quality assurance objects in in the high category.

3.2. Responses to the Prospects of the Geography Education Study Program
Response indicators regarding the prospects of the Geography Education Study Program for more clarity on research results data will be described as follows:

3.2.1. Superiority
Based on statement item 12 with a statement, the superiority of graduates produced by the Geography Education Study Program will better compete with other study programs. For percentage analysis, the number of respondents who answered was 77 people with the strongly agree category being 40.25%, the agree category being 44.15%, the unsure category being 12.98%, the disagree category being 1.20%, and the strongly disagree category being 1.20 %.
Thus, from the results of research that has been carried out on the object of excellence as in statement number 12, a percentage of 84.4% is obtained, meaning that the results of this percentage show that the excellence of graduates produced by the Geography Education Study Program will better compete with other study programs. Others, in terms of the object of excellence, are in the high category.

3.2.2. Scientific Cluster
Based on statement item 13 with a statement, the teaching staff in the Geography Education Study Program consists of several scientific groups. For percentage analysis, the number of respondents who answered
was 77 people with the strongly agree category 22.07%, the agree category 59.74%, the unsure category 15.58%,
the disagree category 2.50%, and the strongly disagree category, namely 0.00 %.

Thus, from the results of research that has been carried out on objects of scientific clusters as in
statement number 12, a percentage of 81.81% is obtained, meaning that the results of this percent show that the
teaching staff in the Geography Education Study Program consists of several scientific clusters reviewed. of the
objects of the scientific family are in the high category.

3.2.3. Curriculum Design

Based on statement item 14 with a statement, the Curriculum design in the Geography study program is
based on the rules of the curriculum center. For percentage analysis, the number of respondents who answered
was 77 people with the strongly agree category 25.97%, the agree category 54.54%, the unsure category 15.58%,
the disagree category 3.89%, and the strongly disagree category, namely 0.00 %.

Thus, from the results of research carried out on curriculum design objects such as those in statement
number 14, a percentage of 81.81% was obtained, meaning that the results of this percentage show that the
curriculum design in the Geography study program is based on the rules of the curriculum center in terms of
Curriculum design objects are in the high category.

3.2.4. Learning System

Based on percentage analysis on statements 15 and 16 with the number of respondents answering as
many as 77 students. For the statement item item 15, the learning system for the Geography Education Study
Program is the same as other educational study programs at Faculty of Mathematics and Natural Sciences with a
positive statement in the strongly agree category of 24.67%, the agree category of 45.45%, the doubtful category
of 15.58% and for the category disagree 12.98% and strongly disagree namely 1.20% while for statement item
16 with the statement the learning system of the Geography Education Study Program is different from other
educational study programs in Faculty of Mathematics and Natural Sciences with a negative statement namely
for the strongly agree category 5.19% , 23.37% for the agree category, 23.37% for the unsure category, 35.06%
for the disagree category, and 12.98% for the strongly disagree category.

Thus, from the results of research that has been carried out on learning system objects such as those in
statements in number 15 and number 16, the percentages obtained are 70.12% and 48.04%, meaning that the results of these percentages show that the learning system for the Geography Education Study Program is the
same. or different from other educational study programs at Faculty of Mathematics and Natural Sciences in
terms of learning system objects, it is in the high category for item 15 and the high category for 16 low
categories.

3.2.5. Human Resources

In statement item 17 with the statement, the Geography education study program produces quality and
professional human resources with the number of respondents answering as many as 77 people. For percentage
analysis, the strongly agree category is 35.06%, the agree category is 46.75%, the unsure category is 7.70%,
disagree 9.09%, while the strongly disagree category is 1.20%.

Thus, from the results of research that has been carried out on human resource objects as in statement
number 17, the percentage obtained is as high as meaning that the percent result of 81.81% shows that the
Geography Education Study Program produces quality and professional human resources in terms of the object.
Human resources are in the high category.

3.2.6. Facilities and Infrastructure

Based on statement item 18 with the statement, the Geography Education Study Program has very
adequate facilities and infrastructure. For percentage analysis, the number of respondents who answered was 77
people with 16.88% strongly agree category, 38.96% agree category, 29.87% doubtful category, 14.28%
disagree category, and 14.28% strongly disagree category, namely 0.00 %.

Thus, from the results of research carried out on facilities and infrastructure objects such as those in
statement number 18, a percentage of 55.84% was obtained, meaning that the results of this percentage show that the
Geography Education Study Program has very adequate facilities and infrastructure in terms of objects.
Facilities and infrastructure are in the low category.

3.2.7. Financial Management

In statement item 19 with the statement, developing the Geography study program requires financial
management with the number of respondents answering as many as 77 people. Based on percentage analysis, the
strongly agree category is 29.87%, the agree category is 54.54%, the unsure category is 11.68%, while the
disagree category is 2.50% and strongly disagree 1.20%.
Thus, from the results of research carried out on financial management objects as in statement number 19, a percentage of 84.41% was obtained, meaning that the results of this percentage show that the development of the Geography study program requires financial management in terms of facilities and infrastructure objects, in the high category.

3.2.8. Sustainable
Based on the percentage analysis of the response indicators, there were statements 20 and 21 with the number of respondents answering as many as 77 students. For statement item 20 with a positive statement, graduates of the Geography Education Study Program have the opportunity to continue their higher education in the strongly agree category 40.25%, agree category 49.35%, unsure category 9.09% and for the disagree category 1.20% and strongly disagree, namely 0.00%, while for the statement item 21 with a negative statement, graduates produced by the Geography Education Study Program need opportunities to continue their education at another higher level, namely for the strongly agree category 0.00%, 2.50% for the agree category, 15.58% for the unsure category, 50.64% for the disagree category, and 31.16% for the strongly disagree category.

Thus, from the results of research that has been carried out on sustainable objects such as those in statement number 20, the percentage obtained is 89.6%, while statement number 21 is 81.8%, meaning that the results of this percentage show that graduates of the Geography Education Study Program have the opportunity or still need to continue other tertiary education in terms of sustainable objects, they are in the high category for number 20 and the low category for the medium category.

3.2.9. Academic Management
Based on statement item 22 with a statement, the academic management in the Geography Education Study Program is a reference for other study programs. For percentage analysis, the number of respondents who answered was 77 people with the strongly agree category 24.67%, the agree category 45.45%, the unsure category 5.19%, the disagree category 23.37%, and the strongly disagree category, namely 1.20%.

Thus, from the results of research carried out on academic management objects such as those in statement number 22, a percentage of 70.12% was obtained, meaning that the results of this percentage show that the academic management in the Geography Education Study Program is a reference for other study programs. In terms of academic management objects, it is in the medium category.

3.2.10. Quality Assurance
Based on statement item 23 with a statement, the Geography Education Study Program has quality assurance from the curriculum center. For percentage analysis, the number of respondents who answered was 77 people with the strongly agree category 24.67%, the agree category 50.64%, the unsure category 20.77%, the disagree category 2.50%, and the strongly disagree category, namely 1.20%.

Thus, from the results of research carried out on quality assurance objects as in statement number 23, a percentage of 75.31% was obtained, meaning that the results of this percentage show that the Geography Education Study Program has quality assurance from the curriculum center in terms of quality assurance objects. falls into the medium category.

3.3. Feelings about the Prospects of the Geography Education Study Program
Indicators of feelings about the prospects of the Geography Education Study Program for more detailed research data will be described as follows:

3.3.1. Specification
Based on the percentage analysis of the feeling indicators found in statement items 24 and 25 with the number of respondents answering as many as 77 students. For statement item 24 with a positive statement, I would be happy if the Geography Education Study Program specialized more in theory and practice. For the strongly agree category it is 49.35%, the agree category is 37.66%, the doubtful category is 9.09% and for the disagree category it is 2.50% and strongly disagree it is 1.20% while for the statement item 25 with the statement negative I am happy if the Geography Education Study Program will specialize more in theory and practice, namely for the strongly agree category 0.00%, agree category 2.50%, doubtful category 3.89%, disagree category 50.64%, and for the strongly disagree category, namely 42.85%.

Thus, from the results of research that has been carried out on specification objects such as those in statements in number 24 and number 25, the percentage obtained is 87.01% and 93.49%, meaning that the results of this percentage show that I am happy if the Geography Education Study Program is more or will specialize in theory and practice in terms of specification objects in the high category.
3.3.2. Scientific Cluster
Based on percentage analysis, there were statements 26 and 27 with the number of respondents answering as many as 77 students. For the statement item number 26 with a positive statement, there are several scientific groups in the geography study program that make me interested. For the strongly agree category it is 32.46%, the agree category is 58.44%, the doubtful category is 9.09% and for the disagree and strongly disagree category it is 0.00% while for the statement item number 27 with negative statements from existing teachers The Geography Education Study Program requires several scientific groups that make me interested, namely for the strongly agree category 25.97%, agree category 1.20%, doubtful category 12.98%, disagree category 57.14%, and for the category strongly disagree, namely 25.97%.

Thus, from the results of research that has been carried out on scientific group objects such as those in statements in number 26 and number 27, the percentage obtained is 90.9% and 83.11%, meaning that the results of this percentage show that the teachers in the Geography study program there are or require several scientific families in terms of objects, the scientific families are in the high category.

3.3.3. Curriculum Plan
Based on percentage analysis of statement items 28 and 29 with the number of respondents answering as many as 77 students. For statement item number 28 with a positive statement, I am happy with the existing curriculum planning in the geography study program. For the strongly agree category 25.97%, agree category 57.14%, doubtful category 12.98% and for the disagree category 1.20% and strongly disagree 2.50% while for statement item number 29 with statement negative, I am happy that the curriculum planning in the geography study program still requires good planning, namely for the strongly agree category 0.00%, agree category 1.20%, unsure category 7.79%, disagree category 53.24%, and for the strongly disagree category, namely 37.26%.

Thus, from the results of research that has been carried out on curriculum design objects such as those in statements in number 28 and number 29, a percentage of 83.11% and 90.9% is obtained, meaning that the results of this percentage show that the existing curriculum planning is a Geography study program, and curriculum planning in the Geography study program still requires good planning in terms of curriculum design objects which are in the high category.

3.3.4. Learning system
Based on the percentage analysis of statements 30 and 31 with the number of respondents answering as many as 77 students. For statement item number 30 with a positive statement, I am interested if the Geography study program learning system can be well received. For the strongly agree category 51.94%, agree category 41.55%, doubtful category 3.89% and for the disagree category 53.24% and strongly disagree namely 0.00% while for the statement item number 31 with the statement negative, I am more interested if the learning system for the Geography study program will be better compared to other study programs in the Faculty of Mathematics and Natural Sciences environment, namely for the strongly agree category 0.00%, agree category 2.50%, doubtful category 9.09%, disagree category 41.55%, and for the strongly disagree category, namely 46.75%.

Thus, from the results of research that has been carried out on learning system objects such as those in statements in number 30 and number 31, a percentage of 93.49% and 88.3% is obtained, meaning that the results of this percentage show that the learning system for the Geography study program is acceptable, well and the learning system of the Geography study program will be better than other study programs in the Faculty of Mathematics and Natural Sciences environment in terms of learning system objects which are in the high category.

3.3.5. Quality Assurance
In the statement item number 32 with the statement, I am happy that the Geography Education Study Program has graduates who are very superior, reliable and have morals with the number of respondents who answered as many as 77 people. Based on percentage analysis, the strongly agree category is 66.23%, the agree category is 9.09%, the unsure category is 5.19%, while the disagree category is 1.20% and strongly disagrees 2.50%.

Thus, from the results of research carried out on quality assurance objects such as those in statement number 32, a percentage of 90.9% was obtained, meaning that the results of this percentage show that the Geography Education Study Program has graduates who are very superior, reliable and have morals in terms of quality assurance objects are in the high category.

3.3.6. Financial Management
Based on the percentage analysis of statements 33 and 34 with the number of respondents answering as many as 77 students. For statement item number 33 with a positive statement, I am happy if the administration in the Geography study program is carried out according to existing regulations. For the strongly agree category 58.44%, agree category 35.06%, doubtful category 2.50% and for disagree category 2.50% and strongly disagree
1.20% while for statement items 34 with negative statements I am happy that the administration in the Geography study program will be carried out according to existing regulations, namely for the strongly agree category 0.00%, agree category 2.50%, doubtful category 1.20%, disagree category 38.96%, and for the strongly disagree category, namely 57.14%.

Thus, from the results of research carried out on financial management objects such as those in statements in numbers 33 and 34, a percentage of 93.5% and 96.1% was obtained, meaning that the results of this percentage show that the administration in the Geography study program is carried out with existing regulations in terms of financial management objects it is in the high category.

3.3.7. Sustainable
Based on statement item 35 with the statement, I am happy that the graduates produced by the Geography Education Study Program have the opportunity to continue to other levels of education. For percentage analysis, the number of respondents who answered was 77 people with the strongly agree category 58.44%, the agree category 35.00%, the unsure category 5.19%, the disagree category 1.20%, and the strongly disagree category, namely 0.00%.

Thus, the results of research on sustainable objects as in statement number 35 obtained a percentage of 93.44%, meaning that graduates produced by the Geography Education Study Program have the opportunity to continue to other levels of education in terms of sustainable objects in the high category.

3.3.8. Superiority
Based on statement item 36 with the statement the Geography Education Study Program makes me interested if it is realized in society. For percentage analysis, the number of respondents who answered was 77 people with the strongly agree category 75.32%, the agree category 18.18%, the unsure category 2.50%, the disagree category 3.89%, and the strongly disagree category, namely 0.00%.

Thus, the results of the research on the object of excellence as in statement number 36 obtained a percentage of 93.5%, meaning that the Geography Education Study Program makes me interested if it is realized to the public in terms of the object of excellence being in the high category.

This research reveals several significant implications regarding student perceptions of the Prospects of the Geography Education Study Program. The qualitative descriptive method used in this research provides a clear picture of students' views of the study program. The results of the analysis show that students have a high opinion of the Geography Education Study Program as a whole, with certain aspects receiving high ratings.

From this research, it can be concluded that the Geography Education Study Program is considered effective in providing quality education and learning, producing quality graduates, and developing the professionalism of internal human resources to produce superior and reliable individuals. These findings provide valuable insight for the Geography Education Study Program in developing its program in the future, as well as being an important contribution to the literature for further research related to the development of this study program. Thus, this research has significant added value for the academic and practical world, especially in the context of developing geography education.

Although providing valuable insights, this study has several limitations that need to be noted. First, the use of qualitative descriptive methods and percentage-based data analysis may not cover all the complexity and nuances of student perceptions of the Geography Education Study Program. Second, a research focus that is limited to student perceptions can ignore the perspectives of lecturers, administrative staff, and other stakeholders who also have an important influence on the development of the study program. Therefore, further research that integrates qualitative and quantitative approaches and involves various stakeholders can provide a more comprehensive understanding of the dynamics and challenges faced in the development of the Geography Education Study Program.

4. CONCLUSION
Based on the discussion and description of the research results, the author can draw the conclusion that the perception of the geography education study program students' outlook indicators is included in the high category, based on the vision and mission of the geography education study program in developing the study program is good in providing education and learning, producing graduates who are quality, as well as developing the professionalism of internal human resources in order to produce superior and reliable figures. Perceptions of student response indicators regarding the prospects of the geography education study program are in the medium category, for this reason the geography education study program further increases the development of the geography education study program both in producing quality and professional graduates and developing the professionalism of internal human resources in order to produce superior and reliable figures. Perceptions regarding the feelings of students in the geography education study program are included in the high category.
therefore based on the vision and mission of the geography education study program in developing the study program it can be maintained well in providing education and learning, producing quality graduates, as well as developing the professionalism of internal human resources to produce a superior and reliable figure.

ACKNOWLEDGEMENTS

The researcher would like to thank all Geography Education students at Gorontalo State University who have given permission to the researcher to take research samples. Without the support and permission of the relevant parties, this research could not have been completed as it is today.

REFERENCES


