

**PENGEMBANGAN *ARCGIS STORYMAPS* UNTUK MENINGKATKAN  
LITERASI BENCANA BANJIR PADA SISWA SMAN 1 CIBINGBIN  
DI KABUPATEN KUNINGAN**



**TESIS**

diajukan untuk memenuhi sebagian syarat memperoleh gelar  
Magister Pendidikan Geografi

Oleh:  
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FAKULTAS PENDIDIKAN ILMU PENGETAHUAN SOSIAL  
UNIVERSITAS PENDIDIKAN INDONESIA  
2025**

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Mohamad Tusam

S.Pd. Universitas Siliwangi, 2019

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Ilmu Pengetahuan Sosial

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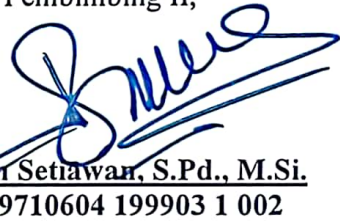
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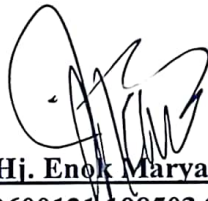
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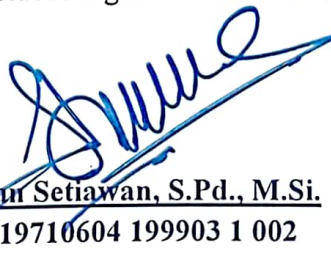
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## PERNYATAAN

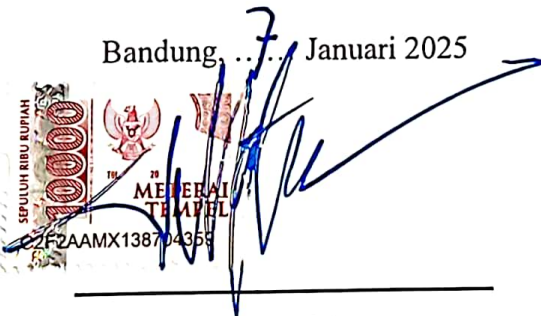
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Tesis ini disusun sebagai salah satu syarat untuk memperoleh gelar Magister Pendidikan Geografi (M.Pd.) di Universitas Pendidikan Indonesia. Penyusunan tesis ini tidak lepas dari berbagai bantuan dan dukungan yang saya terima, baik secara langsung maupun tidak langsung. Oleh karena itu, pada kesempatan ini, saya ingin menyampaikan terima kasih yang sebesar-besarnya kepada:

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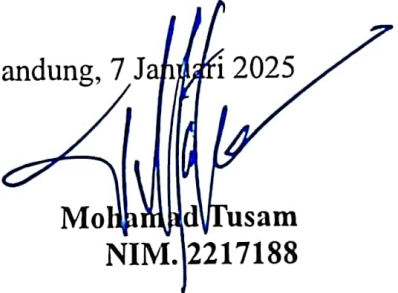
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Bandung, 7 Januari 2025



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DI KABUPATEN KUNINGAN**

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**ABSTRAK**

Banjir yang sering terjadi di Indonesia memerlukan peningkatan literasi bencana di kalangan generasi muda, khususnya melalui pendidikan geografi yang melibatkan teknologi geospasial seperti *ArcGIS StoryMaps*. Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas *ArcGIS StoryMaps* dalam meningkatkan literasi bencana banjir pada siswa. Metode yang digunakan adalah penelitian dan pengembangan (*R&D*) dengan model *ADDIE* (*Analysis, Design, Development, Implementation, Evaluation*) dan desain pre-eksperimen. Data dikumpulkan melalui kuesioner, tes, dan wawancara. Hasil penelitian menunjukkan *ArcGIS StoryMaps* mendukung pembelajaran kontekstual dan berbasis masalah, serta dapat disesuaikan untuk mengembangkan kompetensi praktis siswa dalam menghadapi tantangan di wilayah rawan banjir. Hasil uji statistik menunjukkan P-value 0,000, yang mengonfirmasi efektivitas *StoryMap* dalam meningkatkan literasi bencana banjir. Meskipun dinilai "layak", beberapa perbaikan masih diperlukan untuk meningkatkan kualitas media. Integrasi teknologi geospasial diharapkan menjadi model pembelajaran inovatif dalam pengurangan risiko bencana.

Kata Kunci: *ArcGIS StoryMaps*; Banjir; Literasi bencana; Teknologi geospasial

**DEVELOPMENT OF ARCGIS STORYMAPS TO IMPROVE FLOOD  
DISASTER LITERACY IN SMAN 1 CIBINGBIN STUDENTS  
IN KUNINGAN DISTRICT**

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**ABSTRACT**

Frequent floods in Indonesia require an increase in disaster literacy among the younger generation, especially through geography education involving geospatial technology such as ArcGIS StoryMaps. This study aims to develop and test the effectiveness of ArcGIS StoryMaps in improving flood disaster literacy in students. The method used is research and development (R&D) with ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and pre-experiment design. Data were collected through questionnaires, tests, and interviews. The results showed ArcGIS StoryMaps supports contextual and problem-based learning, and can be customized to develop students' practical competencies in facing challenges in flood-prone areas. The statistical test results showed a P-value of 0.000, which confirmed the effectiveness of StoryMap in improving flood disaster literacy. Although rated as “feasible”, some improvements are still needed to enhance the quality of the media. The integration of geospatial technology is expected to be an innovative learning model in disaster risk reduction.

Keywords: ArcGIS StoryMaps; Flood; Disaster literacy; Geospatial technology

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