

INTERDISCIPLINARY REVIEW OF PERI-URBAN AREA TO BUILD A GEOGRAPHY LEARNING EXPERIENCE

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Abstrak: Interdisiplin menghubungkan disiplin ilmu dan tanpa mengubah dari disiplin ilmu lainnya. Mempelajari area peri-urban bagi mahasiswa membutuhkan keterampilan serta pendukung dalam pembelajaran geografi. Tujuan tulisan ini untuk mereview berbagai literatur tentang peri-urban sebagai bentuk pembelajaran analisis interdisipliner bagi mahasiswa. Literatur review digunakan mengidentifikasi temuan di berbagai studi literatur tentang ruang lingkup dan topik yang dihadapi. Hasil interdisiplin kajian peri-urban dari ilmu wilayah berupa lokasi serta dinamika penggunaan lahan pertanian menjadi non pertanian juga aktifitas transportasi secara mobilitas ulang alik, demografi terdapat dinamika penduduk secara kuantitas dan kualitas, sosiologi terdapat dinamika kehidupan sosial masyarakat dan ekonomi terdapat aktifitas masyarakat dalam memanfaatkan sumberdaya. Pengalaman belajar dari tinjauan interdisiplin adalah pemaknaan area peri-urban dalam kenampakan ruang serta ragam aktifitasnya dan memunculkan pengalaman belajar geografi yang berbeda.

Kata kunci: *Interdisiplin, Peri-Urban, Pengalaman Belajar, Geografi*

Abstract : Interdisciplinary connects disciplines and without changing from other disciplines. Studying peri-urban areas for students requires skills as well as support in learning geography. The purpose of this writing is to review various literature about peri-urban as a form of interdisciplinary analysis learning for students. Literature review is used to identify findings in various literary studies on the scope and topics faced. The results of interdisciplinary studies of peri-urban science of the region are location as well as the dynamics of the use of agricultural land in non-agricultural also the activity of transportation by mobility recycling, demography there is population dynamics in quantity and quality, sociology there is dynamics social life of the community and the economy there is community activity in utilizing resources. The learning experience of the interdisciplinary review is the digestion of the peri-urban area in its spatial visibility as well as the range of its activities and generates a different geographical learning experience.

Keywords : *Interdisciplinarity, Peri-urban, Learning Experiences, Geography*

A. INTRODUCTION

The majority of the population, between 40% and 60%, resides in cities and large rural areas. Because of the city's attraction as a center of activity and the current high rate of urbanization, the population is growing quickly (Adisasmita, 2011). In urban regions, land is allocated and regulated for residential, industrial, commercial, and

infrastructure development (Liu, 2021). Population growth and social and economic development complicate urban land use (Kanchanamala & Sekar, 2014). Urban land use shifts are land use transitions from non-urban to urban. Urbanization, caused by population growth and economic activity, causes urban sprawl and other land use patterns (Nuissl & Siedentop, 2021).

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A transitional zone between urban and rural environments is peri-urban. In the peri-urban area, rural and urban connections are vital to life and the local economy from an economic, social, and cultural standpoint (Tacoli et al., 2015). Peri-urban areas are dynamic and constantly evolving, with changes in land use and development patterns (Mortoja et al., 2020). Peri-urban boundaries are hard to define due to their heterogeneity and regional differences (Kjaersgaard, 2022).

Meeting, recognizing, and learning in peri-urban settings naturally requires activity-learning support abilities. To develop learning competencies, geography education requires models, visuals, modules, and geosphere learning (As'ari et al., 2019). Geography, time, and place inequality make activity learning unmemorable and merely a value-oriented academic comparison with experience study for pupils. Students need development and learning to avoid boredom and get new experiences. Outdoor learning in nature improves academic performance and social-emotional skills (Mirrahmi et al., 2011). Learning can be done using several methods, tactics, models, and approaches.

Overview the interdisciplinary approach connects science disciplines in action learning without affecting discipline knowledge (Bryant et al., 2014). Interdisciplinary learning is more

relevant to reality and can boost enthusiasm and interest in advanced learning. Interdisciplinarity helps solve global issues currently. This is viewed differently. This can help build critical thinking skills by examining problems and challenges (Putra et al., 2021). Interdisciplinary investigation of deep peri-urban region phenomena was necessary to gain novel activity-learning geography experience. I attempt to understand the interdisciplinary study of peri-urban areas and its experiences and lessons in this writing.

B. METHOD

The method used in this paper is a review of the literature. This method aims to identify major findings in a variety of studies. A survey of general literature was done to determine the scope and topic of the room. The process literature in this article covers organizing, synthesizing, identifying, formulating, and generating new questions. As a result, all scientific literature, including books and journal articles, is reviewed based on these stages. Some sources used as literature reviews are according in Table 1. Utilization methods for student interdisciplinary learning: (1) design learning begins by grouping the material; (2) group the material according to the issue to be discussed; (3) learning activities can enhance critical thinking through problem-solving; (4) learning is common within a group, so that the

identification of data as an object of learning becomes an important factor as it will lead the child to explore; and (5)

making learning evaluations with the aim of building learning experiences from the scientific thinking process.

Table 1. Literature Review Sources On Interdisciplinary Peri-Urban Area Studies

Title	Author	Year	Type	Publication	Publisher	Link
Peri-urban planning: A landscape perspective	J. Tan, K. Gu, Y. Zheng	2023	Article	Planning Theory	Sage Journal	https://journals.sagepub.com/doi/full/10.1177/14730952231178203
A Global Review on Peri-Urban Development and Planning	J. Woltjer	2014	Article	Journal Of Regional and City Planning	Institut Teknologi Bandung	https://journals.itb.ac.id/index.php/jpwk/article/view/1273
The Dynamics of Peri-Urbanization	J. Ravetz, C. Fertner, T. S. Nielsen	2012	Book Chapter	Springer Lin	Springer	https://link.springer.com/chapter/10.1007/978-3-642-30529-0_2
The Peri-Urban Interface Approaches to Sustainable Natural and Human Resource Use	D. McGregor, D. Simon, D. Thompson	2006	Book	Routledge	Routledge	https://www.routledge.com/The-Peri-Urban-Interface-Approaches-to-Sustainable-Natural-and-Human-Resource/McGregor-Simon-Thompson/book/9781844071883

Source: Ravetz et al., (2013); Tan et al., (2023); Woltjer, (2014); McGregor et al., (2012)

C. RESULT AND DISCUSSION

C.1. RESULT

C.1.1 Interdisciplinary Approach to The Study of Peri-Urban Areas

An interdisciplinary approach entails examining pertinent, related, or suitable perspectives and knowledge

from other fields to address an issue. Interdisciplinary approaches integrate the objectives and methodologies of multiple disciplines to tackle a singular problem. Its usage is becoming more prevalent in colleges and should be implemented at lower educational levels. Some experts

argue that the practice of incorporating multiple disciplines into academic studies, known as draft interdisciplinarity, emerged in the second century and has since revitalized education, applied research, and cross-disciplinary collaboration. While the concept of interdisciplinarity has been around for a long time, the emergence of new technology in the 21st century has brought it to the forefront.

An interdisciplinary approach encompasses the thorough and unique study of a single area with the purpose of comprehending it and effectively addressing associated challenges. Interdisciplinary refers to the interaction between multiple scientific fields that is not directly or indirectly related to the main objective or underlying concept, method, or analysis. The objective of this technique is to amalgamate diverse disciplines, facilitating the exchange of knowledge and expertise among them and yielding a more holistic and efficient learning encounter. Interdisciplinary is a method that involves studying multiple approaches and perspectives.

Interdisciplinary links facilitate the development of professional expertise and strengthen the relationship between different fields of study. One of the global challenges is the interdisciplinary application approach, which involves addressing complex situations, broad problems, and

connections between different disciplines. This approach is necessary to tackle problems that go beyond the scope of a single discipline and to gain a comprehensive understanding of the subject matter. The interdisciplinary application approach involves several steps: (1) identifying a perceived problem or unmet need that requires collaboration; (2) addressing existing problems through a collaborative effort involving multiple scientific disciplines, research methods, and procedures; (3) working towards a common goal; (4) observing and analyzing existing problems; and (5) linking the findings with existing knowledge.

Peri-urban areas exhibit a blend of rural and urban features and are characterized by their high level of dynamism. Peri-urban refers to a contiguous region surrounding a city that is closely connected to the city's ecological and social economics. The region is characterized by rapid and dynamic relative growth, with a diversified and complex economy that encompasses both physical and social qualities. Additionally, it typically has its own overlapping institutional structures. These developments are usually characterized by low population density and a lack of continuity and have arisen as a consequence of urbanization trends.

C.1.2. Learning Experiences Gained From Interdisciplinary Studies

There are several types of skills to support building geographic experience, including:

1. Geography Skills

Skills are crucial in the process of learning and are acquired through diverse methods. Skills are acquired through a series of stages, starting with unrefined and uncoordinated movements and gradually improving through training. This improvement is achieved through the processes of coordination, discrimination, and integration, ultimately resulting in the ability to perform a specific task with certainty and objectivity. Skill learning encompasses the process of acquiring and enhancing motor skills through rigorous practice and training.

As per the Ministry of Education and Culture's Implementation Manual Load Equality Education Skills 2017, the skills are defined in a comprehensive manner, encompassing procedures, outcomes, and values. Process skills refer to the ability of an individual or others to effectively accept, comprehend, alter, engineer, and generate new ideas or solutions. Skills results encompass the capacity to generate tangible outcomes, exhibit inventive thinking, and demonstrate creativity. These skills can manifest as tangible items and be

effectively applied within a functioning system.

Geography skills are an important aspect of studying geography, among other skills in learning geography are asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions. These skills can be developed through developing geographic skills so that they are able to think logically, analytically, synthetically, critically, creatively, and solve actual problems. Participants must possess geography abilities in order to think in a geographical manner, which entails adopting a distinct approach to comprehending physical and human patterns and processes on the Earth's surface. Skills derived from this become essential prerequisites for learning geography. The draft enhances literacy by including pertinent knowledge from key components of contextual education, particularly in the field of geography.

2. Geography Learning Experience

Experience refers to the dynamic exchange between an individual and their peers. This empirical study focuses on the connection between an individual and the environment in which they are engaged in the process of learning. Experiential learning refers to a series of activities undertaken by students to acquire knowledge and skills in

alignment with their desired objectives. Knowledge is generated through the process of change and experience, wherein knowledge is a result of both comprehending and modifying one's experiences. The learning model facilitates the acquisition of knowledge and skills through direct, experiential learning.

The learner's experience plays a crucial role in maintaining the relevance and effectiveness of instructional design. To create captivating educational experiences, one must comprehend the elements and distinctive characteristics that contribute to a comprehensive approach. Technology enhances learning experiences and can be utilized to create

effective tactics and tools for engaging learning experiences. Experiential learning encompasses the exploration of deep-seated emotions, attitudes, and values inside learners and is especially pertinent in the realm of moral education. A learning experience is the act of gaining knowledge and skills by actively participating in educational activities. Instructional design and the establishment of learning environments are crucial.

C.2. DISCUSSION

C.2.1. Interdisciplinary Approach to The Study of Peri-Urban Areas

Following Interdisciplinary model development in peri-urban area studies:



Figure 1. Interdisciplinary Model Development in Peri-Urban Area Studies

a. Regional Science

Urban area shape, location and area own different characteristics

between administrative areas with corner view geographical between one with the others. This because form the peri-urban

phenomenon influenced by factors pusher and puller from growth village and town. So that bring up diversity good from facet potential and problems from existing peri-urban phenomena. Peri-urban area according to Zasada et al., (2013) surrounded by dynamics from village and town. on one side show characteristic city and on the sides other show characteristic village especially in border areas village and town (Bailoni et al., 2012). This become form appearance alone and sometimes bring up existing biases.

Concept peri-urban area classification according Singh (2018) into three peri-urban areas, namely primary peri-urban areas, peri-urban secondary, and rural peri-urban. Peri-urban, according to others: (1) Primary urban peripheries are peri-urban territories where more urban characteristics dominate compared to rural features; (2) Secondary peri-urban is a peri-urban area where between urban and rural features, rural characteristics influence each other; and (3) Rural peri-urban is an area peri-urban where more rural characteristics dominate over urban characteristics. The urban periphery zone is a boundary to be able to know the physical and non-physical appearance. Thus, villages and cities cannot be separated from each other, but they have capabilities that can influence each other. This influence will later make the peri-

urban area a form of further regional development.

Substitution process land still intertwined in a peri-urban area. Direction as well as pattern of replacement usage land also indicate magnitude interaction between an area and the area surrounding it. Substitution of land to settlements in peri-urban areas is very large, along with the development of residents. The magnitude of replacement land to settlement indicates growth in settlements in peri-urban areas. Substitution of big land too displays something dynamic in a peri-urban area. Interaction between urban as well as rural areas will naturally be bridged by the arrival of peri-urban areas. The magnitude interaction between area wants appears from magnitude effects that appear in peri-urban areas, sort of growth settlements. Patterns of settlement created in peri-urban areas also show which areas have a big influence on the peri-urban area. In the process of restructuring, there is a hindrance of replacement usage land both in the center and on the periphery of the city. Central area city facing replacement usage very intensive soil from area place stay So area business, office, hotel, as well as so on. On the other hand, in the region, the edge city intertwined overuse (conversion) usage land in a massive manner, from land agriculture productive

to the industrial area as well as settlement scale.

Basically, man travels with the goal of improving the quality of his life, which begins with the fulfillment of his need for food and progresses to other secondary goals. In other words, if a person travels with the goal of finding work, he travels with the intention of earning money. Hence, the area of objective mobility for residents is the area where there are more opportunities to get more work or increase income. Activity Transportation in peri-urban areas is influenced by the distance between settlements and locations. This is reflected in the mobility of the resident in a repeat shuttle or commuter. Mobility is something that involves movement and displacement between regions affected by time, as well as, for intents and purposes, certain modes of working transportation as a tool of liaison to ease (accessibility) between regions. Commutation is motion; residents repeat shuttle between places to stay as well as place goals, good for work, goals sort of go to school, move Repeat shuttle is motion that goes out as well as return from the region of origin to the destination area in an orderly manner in a few hours or about 6 hours up. One 24-hour day without making a vow moved. Whereas commuter, also known as activity speed, is motion resident from the region of origin that leads to the

destination area in a certain time limit as well as return to the area of origin on that day.

b. Demographics

Residents are distinguished from local residents living in rural areas, and resident populations live in urban areas. The urban area is always undergoing development, whether it is physical or demographic in nature. Development in urban areas proceeds more than in rural areas, as does growth in residents. More rapid developments if compared to rural areas cause cities to become centers of various activities (Anggraini, 2017).

Aspect residents as one characteristic of peri-urban areas, with indicators including quantity, population, and quality of residents. Indicator This For see varied, namely: if the more approach city level development indicator these on villages in peri-urban areas will be own almost characteristics the same with characteristic urban. Meanwhile, as more areas approach areas that have characteristic villages, villages in the peri-urban area will own more developments that are low in terms of facet quantity and quality of residents. Growth resident may be one possible indicator used to identify the existence of development in peri-urban nature in the village. Growth can be rated from several sub-indicators, such as the population amount, density, and type of sex ratio. With rising land prices in urban areas, the

public is increasingly choosing to buy a home in the city's outskirts, resulting in an increase in the number of residents in peri-urban areas.

Following indicator evaluation level growth characteristics urban elf population according to Kurnianingsih et al., (2021) as follows: (1) The number of residents is relatively low in rural areas due to the need to adapt to the potency of nature. (2) Density resident, density rural area residents will have more density low compared to the area urban, because function use majority land as land agriculture. However, the more approach towns, villages in the peri-urban areas that have domination characteristic cities will have a sufficient density, and (3) the sex ratio can show change characteristic countryside. Something growing village into a city will own a number ratio type increasing sex tall.

c. Sociology

Life and social communities in peri-urban areas are of course greatly influenced by the developments that occur both in the city and in the village, so they produce various dynamics. Pattern life in a public village in fact has a gradual, close relationship and is more deep than the connection they have with the inhabitant of a public rural area. There are 4 features of a public village: interactions, bonds, patterns, and typical behavior in all aspects of life that are steady and continuous. As well, there is a

sense of identity to the group, where the individual concerned becomes a member of the group. With his life group on base system kinship public village in general life from agriculture, though seen exists craftsman wood, carpenter make tile and brick, masons building, will but the heart of the job resident rural is agriculture.

Whereas pattern from characteristic public city according to Jamaludin (2015) among them Heterogeneity social competition in life, relationship secondary limited to fields life certain tolerance social no care act in demand personal, control (supervision secondary), mobility social ambition To improve his social status, he volunteers to combine himself at one association, with characteristics of individualism and segregation, or space.

With the existence of peri-urban areas, life and social society go with each other because factors push and pull. So that characteristic social public village sometimes still exists in an urban elf area and shapes social public city push along with social development in the city mainly. This society has previously put forward that the public is group the greatest man and has the same customs, traditions, attitudes, and feelings. That society covers more groupings that have close relationships with each other.

d. Economy

Aspects of the emerging economy from the peri-urban area can be seen from

the activity of the people through their livelihoods in utilizing sources. Power is a good resource, both natural and artificial, and of course, it results from utilization to become something that marks economics that can. Characteristics of an urban elf with appearance, activity, and agriculture will be seen in modern agriculture, semi-modern agriculture, and traditional agriculture. So is the market as activity activity sells buy from product agriculture experience change existing form.

C.1.2. Learning Experiences Gained From Interdisciplinary Studies

The following is a discussion of forms of skills that support building geographic experience, including:

a. Geography Skills

In learning, especially skills in geography base include: understanding maps; making observations; field study skills; conducting geographic investigations; and visual representations in the form of tables, graphs, and diagrams. Map skills have an important role in learning geography. This matter includes the distribution of geographic phenomena and the ability to create concept maps either in field studies or in classroom learning. The facts show that maps are easy to use in general and have a wide range. So that part Skills Study map gives knowledge with making maps and using them (Muñiz et al., 2015).

Geography skills according to Farah et al., (2018), are the ability to understand geography. A number of form skills possible in geography combined with study interdisciplinarity in peri-urban areas, among others: (1) Do observation to obtain data, direct see peri-urban form and overview from Photo as well as supporting videos; (2) Analyze data space with notice principles; geography; factual data processing; good numbers and results interview; (3) present data with tables and graphs and interpret them; appearance results in visual form; (4) communicate verbally or in writing results data analysis; convey results from activity.

From geography skills, this builds and develops understanding. Participants are educated about variety and organization, space, people, place, and environment. Participant education pushed for can understand aspects and processes that make up dynamics on earth, characteristics, and distribution ecology. Besides, it is also motivated in an active and creative manner to study experience about perceptions of life about place and region. Activity learning: field geography This is activity learning based on development eye studying in the form of activity typical learning is inside the room. Activity: This needs something from skills in learning so that you can see

achievement from experience in existing learning.

b. Geography Learning Experience

On geography learning, mandatory subjects scrutinized as well as understandable not only memorize reality and concepts but also connect between drafts, so that raises the analysis of the formation process or phenomenon on the surface of the earth. This education can be used as a lower development pattern based on approach spatial, environment as well as environment area in control of something phenomena intertwined with something space.

Regarding the expected stimulus, participants can be taught to improve their intelligence space (Prasetya, 2018).

Experience in studying geography naturally is something about achievements, something about activity learning. This can be supported with skills as well as competence as a push to build the ability of students to learn. For that, we need some activity learning in the form of other order activities learning. This has become more mean. Following description utilization models interdisciplinary learning geography for students are as follows:

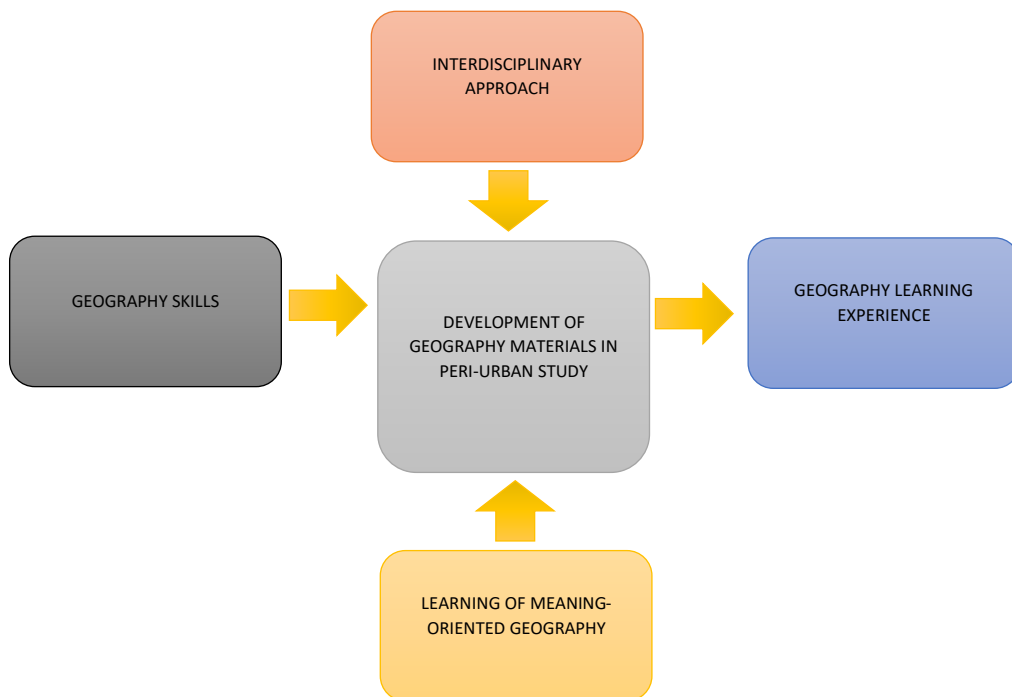


Figure 2. Interdisciplinary Utilization Model in Geography Learning for Student

D. CONCLUSION

Overview interdisciplinary studies in peri-urban areas of facet field of view how the shape of the peri-urban area is

good from facet location as well as form especially dynamics change use land from agriculture being non-agricultural is also an activity transportation between

regions mobility repeat shuttle, demographics see side dynamics resident good in a manner quantity and quality, sociology see dynamics life social public villages and cities and the economy see activity activity society in utilize existing resources.

Experience learning gained from review interdisciplinary in the peri-urban area is meaning of inner peri-urban area form appearance room as well as variety activity and with first interdisciplinary bring up from experience different learning. Geography skills are essential for learning, including understanding maps, making observations, conducting field studies, conducting investigations, and creating visual representations. These skills are crucial for understanding geography and can be applied in various forms, such as observation, analysis, presentation, and communication. They help build and develop understanding of various aspects of geography, such as variety, organization, space, people, place, and environment. Activity learning, which involves studying in the form of activities, is another form of geography education that focuses on developing skills and competence. This approach helps students understand the formation process and phenomena on Earth's surface, improving their intelligence and understanding of spatial and environmental aspects. Overall, geography education is about fostering

achievement and activity learning, promoting students' ability to learn and develop their knowledge.

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