

# EVALUATION OF SPATIAL ANALYSIS ABILITY IN SPATIAL THINKING GEOGRAPHY LEARNING

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## ABSTRACT

The rationale for achieving geography learning in the high school curriculum in Indonesia mandates that students have the ability to think critically in examining spatial environmental phenomena through a spatial analysis approach. This ability is presented through the process and results of learning geography. The results of the initial study indicated that many teachers in designing learning still emphasized the ability to recall conceptual prior knowledge but did not lead to the realm of critical thinking with factual and metacognitive analysis. This study aims to evaluate: 1) spatial analysis skills during the learning process, and 2) learning outcomes through spatial critical thinking skills.

The research design used the goal-free evaluation model from Scriven. The focus of the evaluation is on the achievement of students' spatial analysis skills in the learning process and critical thinking skills. Both abilities were explored through a questionnaire technique to 1359 students at 25 middle-level SMA/MA as a representation of SMA in Indonesia. The time for data collection was from October to November 2022. The data analysis technique was carried out descriptively by presenting percentages.

The results of the evaluation are: 1) The average category of students' overall spatial analysis abilities is 24.56%. with details: 33.54% category "very good", 23.66% category "good", 21.37% of the category "enough", and 19.68 categories "poor". Specifically, the spatial analysis ability of female students (24.61%) is higher than that of male students (24.51%). 2) Students' critical thinking skills through general tests, namely: 31.55% in the "very good" category, 23.13% in the "good" category, 20.92% in the "enough" category, and 22.63% in the "less" category. Women's critical thinking skills (32.35) are higher than men's (31.55). In general, students' spatial analysis and critical thinking abilities were in the "adequate" category, but all of them were below half of the sample obtained. The research recommendation is that learning designs are needed that include spatial analysis skills and critical thinking that can be further improved.

Kata Kunci: *Spatial analysis, critical thinking, geography, learning geography, spatial thinking.*