

MODEL DEVELOPMENT OF GEOGRAPHY SPATIAL THINKING ASSESSMENT AT SENIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study derived a models of spatial thinking assessment instruments of geography. Scope of this model is the integration of spatial thinking and the material aspects of high school geography to understand the variety of objects, phenomena, potential problems that exist in the earth and attributes, character and color character. Methods of Research and Development of Borg and Gall with ten steps are simplified into three stages of the research phase essentially the same used in this study. The initial stage is to do a preliminary study, then do the design and development (design and development), and the last is to test the implementation of research on the subject. Subject of the study consist of subject matter experts/specialists geography education, expert evaluation, and practitioners/teachers of geography. Data collection through questionnaires or questionnaires. Content validity and construct through expert validation by the Focus Group Discussion (FGD). Validation descriptive analysis is based on the categorization of distribution of scores on the results. The results obtained a spatial thinking assessment model of geography as one of the learning sources. Based on the evaluation of an expert assessment, subject matter experts, and practitioners/teachers stated that the assessment instrument models of spatial thinking in matter of geography as one of learning source fit for use

Kata Kunci: *learning, spatial thinking, geography, assessment*