

EVALUATION OF GEOGRAPHY LEARNING WITH SPATIAL REPRESENTATION at SMA

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ABSTRACT

The purpose of this evaluation is to obtain an overview of solving difficulties in developing geography learning with spatial representation using the Discrepancy Evaluation Model (DEM) and analyzing the effect of geography learning with spatial representation on geographic critical thinking skills.

Evaluation uses the discrepancy model from Provus (1971) through five stages of evaluation, namely: design, installation, process, and product and comparison. The research was conducted at SMA 1 Srandakan, MAN 2 Yogyakarta and SMAN 1 Sukoharjo. The research period started from February – July 2021. The research respondents are five teachers and 208 students. The data collection method used tests and questionnaires which were analyzed descriptively with the help of statistics for number analysis or numerical analysis based on valid data, and simple descriptive analysis for drawing conclusions. The results of the study illustrate that: 1) solving difficulties in the development of geography learning containing spatial representation through the DEM stages, namely: a) design: preparing learning tools containing spatial representation, b) installation: RPP includes integration of hospitals in learning activities and materials, c) Process : the learning process is observed through a checklist of the achievement of RS implementation in the activities and learning materials provided, d) product: critical thinking skills are obtained through a test of RS-charged material, e) comparison: there is an increase in awareness and critical thinking skills through RS-charged learning. 2) The application of learning with spatial representation has a significant effect on students' critical thinking skills in geography.

Kata Kunci: *Spatial representation, discrepancy, learning evaluation, geography*