

# **ABILITY TO DESIGN PEDAGOGICAL CONTENT KNOWLEDGE SPATIAL CRITICAL THINKING BASED ON LEARNING PROJECTS OF UNY GEOGRAPHY EDUCATION STUDENTS**

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## **ABSTRACT**

This research aims to describe the understanding and abilities of prospective UNY geography education teacher students in designing pedagogical content knowledge for spatial critical thinking based on project learning. The research method was carried out descriptively, where the researcher tried to capture students' abilities based on categories as a basis for improving lectures and formulating learning outcomes for geography education lectures. The data collection technique uses a questionnaire/questionnaire instrument regarding the above abilities which is valid for active students of UNY geography education semester 5 and above. The data analysis technique is simple descriptive statistics while presenting the data in percentage terms.

The results of the research showed that the ability of prospective UNY geographic education teacher candidates in the "good" and "very good" categories in designing pedagogical content knowledge for spatial critical thinking based on project learning: 1) orientation of students towards problems (57.14%), 2) Organizing students to learn (63.10%), 3) Guiding students in individual and group investigations (52.38%), 4) Developing and presenting students' work (60.32%), and 5) Analyzing and evaluating the problem-solving process (50.79%). This percentage shows that almost half of the students still need strengthening in designing pedagogical content knowledge for spatial critical thinking based on project learning.

Kata Kunci: *pedagogi, geografi, critical spatial thinking, project based learning*