

**PENGARUH *SPATIAL ABILITY* PADA MATA PELAJARAN
GEOGRAFI TERHADAP KEMAMPUAN BERPIKIR KRITIS
PESERTA DIDIK DI KELAS XI SMA NEGERI KOTA
BANDUNG**

TESIS

Diajukan Sebagai Syarat Untuk Memperoleh Gelar Magister Pendidikan Geografi



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**PENGARUH *SPATIAL ABILITY* PADA MATAPELAJARAN GEOGRAFI
TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK DI
KELAS XI
SMA NEGERI KOTA BANDUNG**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister (M.Pd) pada Sekolah Pascasarjana Program Studi Pendidikan Geografi

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PENELITIAN TESIS**

**PENGARUH *SPATIAL ABILITY* PADA MATA PELAJARAN GEOGRAFI
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DI KELAS XI SMA NEGERI KOTA BANDUNG**

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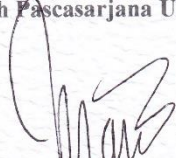
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ABSTRAK

PENGARUH *SPATIAL ABILITY* PADA MATA PELAJARAN GEOGRAFI TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK DIKELAS XI SMA NEGERI KOTA BANDUNG

Spatial ability dan kemampuan berpikir kritis sangat penting untuk dapat memecahkan masalah kehidupan, namun kenyataannya pembelajaran geografi masih lebih kepada aspek pengetahuan. *Spatial ability* dan kemampuan berpikir kritis dalam mata pelajaran geografi belum banyak dilakukan kajian. Penelitian ini bertujuan untuk : (1) mengetahui *spatial ability* peserta didik pada mata pelajaran geografi, (2) mengetahui kemampuan berpikir kritis peserta didik pada mata pelajaran geografi (3) memperoleh informasi pengaruh *spatial ability* terhadap kemampuan berpikir kritis peserta didik. Penelitian ini merupakan penelitian survai dengan menggunakan instrumen tes soal pilihan ganda. Sampel penelitian berjumlah 100 peserta didik, yang tersebar di empat sekolah. Hasil penelitian menunjukkan bahwa: (1) *spatial ability* peserta didik dalam penelitian ini menunjukkan rata-rata nilai sebesar 76,00% yang termasuk kategori cukup. (2) kemampuan berpikir kritis peserta didik dalam penelitian ini menunjukkan rata-rata nilai sebesar 70,61% yang termasuk kategori cukup. (3) *Spatial ability* berpengaruh secara signifikan terhadap kemampuan berpikir kritis peserta didik. Indikator prediksi terjadinya proses sosial dalam *spatial ability* merupakan indikator terendah pencapaiannya, dan indikator yang paling tinggi adalah pandang ruang. Indikator yang paling tinggi pencapaiannya dari kemampuan berpikir kritis adalah pengambilan keputusan, dan yang paling rendah adalah memahami penalaran. Peningkatan kemampuan berpikir kritis pada peserta didik dalam pembelajaran geografi diperlukan kemampuan spasial yang baik.

Kata Kunci : *Spatial Ability*, Kemampuan Berpikir Kritis dan Peserta Didik

**INFLUENCE OF SPATIAL ABILITY IN GEOGRAPHIC LESSONS ON
CRITICAL THINKING ABILITY OF STUDENTS IN CLASS XI OF SMA
NEGERI KOTA BANDUNG CITY**

Spatial abilities and critical thinking skills are very important to be able to solve life's problems, but in reality, geography learning is still more the aspect of knowledge. Spatial abilities and critical thinking skills in geography have not been studied much. This study aims to: (1) determine students' spatial abilities in geography subjects, (2) determine students' critical thinking skills in geography subjects (3) obtain information on the effect of spatial abilities on students' critical thinking abilities. This research is a survey study using a multiple choice question test instrument. The research sample of 100 students, spread over four schools. The results showed that: (1) students' spatial abilities in this study showed an average value of 76.00% which was included in the sufficient category. (2) students' critical thinking skills in this study showed an average value of 70.61% which was included in the sufficient category. (3) Spatial ability significantly influences students' critical thinking skills. Indicators predicting the occurrence of social processes in spatial abilities are the lowest indicators of achievement, and the highest indicator is space view. The highest indicator of achieving critical thinking skills is decision making, and the lowest is understanding reasoning. Increasing critical thinking skills in students in learning geography requires good spatial ability.

Keywords: Spatial Ability, Critical Thinking Ability, and Students

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