**SPATIAL REPRESENTATION OF GEOGRAPHIC LEARNING**

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The dimensions of spatial representation of geography learning in the 2013 curriculum have not been extracted clearly so that there are differences in conceptions between practitioners and experts. This study developed dimensions and factors of spatial representation that are valid and reliable. The subjects were: 10 geography expert, 15 practitioners (supervisors and geography teachers), 4 learning evaluation experts, and 15 students. Logical validity used the Aiken index > 0.6. Reliability estimation using Croncbach alpha. Data collection techniques using questionnaires and interviews. Data were analyzed descriptively to simplify into percentage or categorization. The development results obtained five dimensions consisting of factors of spatial representation. 1) Visual Representation: Clarity of the appearance of objects to be seen, types of visual media used, types of visual dimensions. 2) Verbal Representation: type of language, choice of diction, communication skills, accuracy of information. 3) Mathematical Representation: accuracy of conversion, value of numbers, presentation of graphs and diagrams, mathematical formulation of problems. 4) Digital Representation: types of multimedia, types of digital devices, types of software, digital reproduction capabilities. 5) Cognitive Representation: ability to reconstruct, cognitive activities, findings through experience. The results of the analysis show that these factors have a relationship with the constructs of their dimensions as a spatial representation in geography learning.

**Keywords**: Spatial representation, geography learning, visual, verbal, mathematical, digital, cognitive