

INTERNATIONAL CONFERENCE

3rd ICSSSD

OF SOCIAL SCIENCES AND EDUCATION

The 3rd INTERNATIONAL CONFERENCE OF SOCIAL SCIENCES AND EDUCATION

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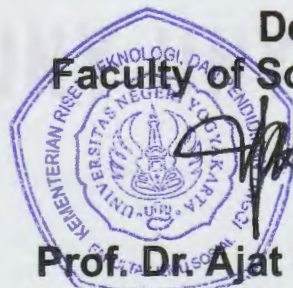
In the Event of:

**THE 3rd INTERNATIONAL CONFERENCE OF SOCIAL SCIENCES AND EDUCATION
THEME: CHALLENGES OF SOCIAL SCIENCES AND EDUCATION
FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS (SDGs)**

Held on July 23-26, 2019

**PRIME PLAZA HOTEL JOGJAKARTA
INDONESIA**

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Faculty of Social Sciences,



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Understanding The Geographical Environment as a Spatial Event



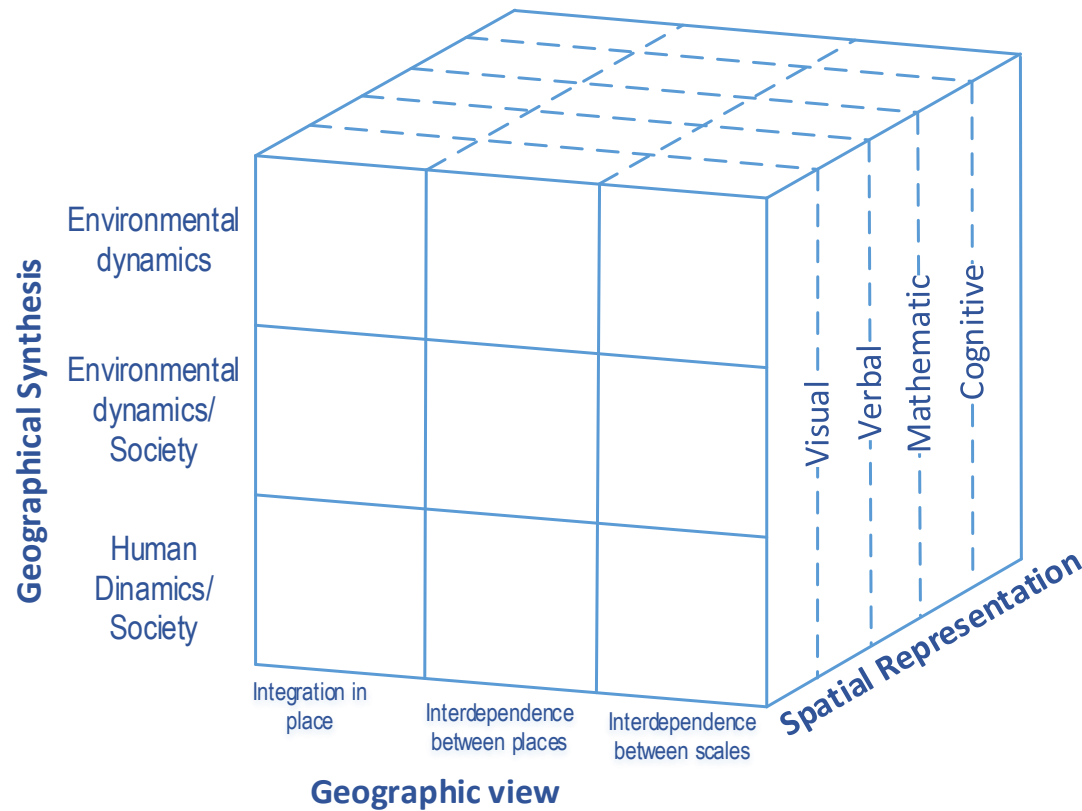
MUHAMMAD NURSA'BAN, MUKMINAN

**Geography Education Study Program
Faculty of Social Sciences
Yogyakarta State University
July 23, 2019**



Background

Geography Learning in the 2013 curriculum



Relationship between human and environmental interaction systems in three dimensions. The geographic perspective on the dynamics of the physical environment and the community environment will be seen from the aspect of spatial integration and space interdependence both between places and between scales. This perspective can be manifested in real or abstract forms (and or representations) both visually, verbally, mathematically, digitally, as well as in (cognitive) mindset. "

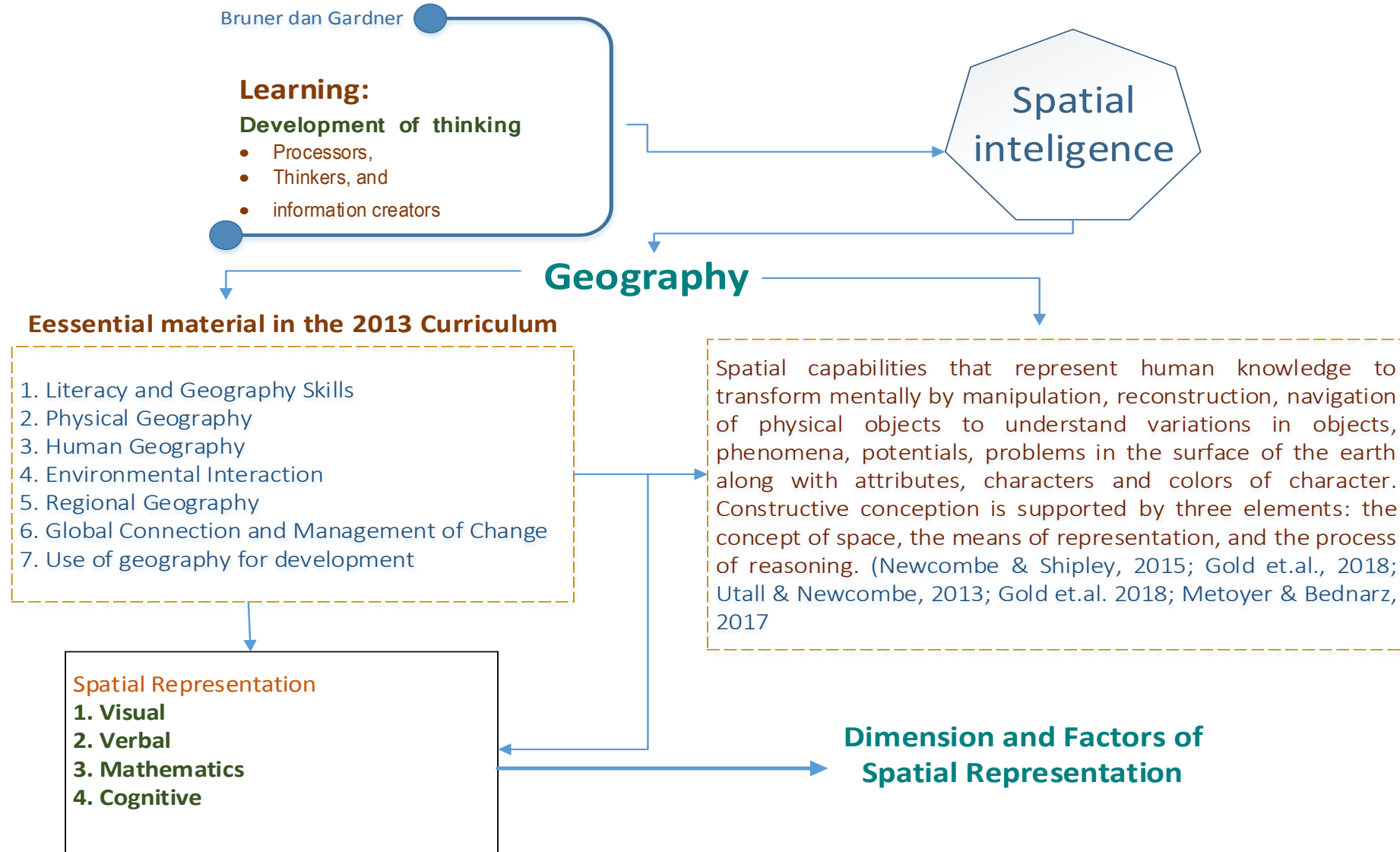
Preliminary research

Spatial representation as a way of understanding the geographical environment has different conceptions among experts and practitioners

Dimension and Factors of Spatial Representation?



State of the Art





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Paradigm Of Spatial Representation In Geographical Environment

No	Spatial Representation	Conception
1	Visual	Visual representation has a role to construct or deconstruct in order to recognize, describe, and classify the shape of an object in order to feel the real picture
2	Verbal	Verbal representation is interpreted as a way of looking at geographic phenomena that are expressed verbally (not written) or abstract so that the dynamics of the environment are seen from the aspect of integration and spatial interdependence.
3	Mathematic	Mathematically as a spatial representation is interpreted with definite and precise calculations
4	Cognitive	Digital representation describes a quantity that is declared not proportional to its value, but is expressed by using a symbol called digit. This concept is closely related to numbers for certain calculation systems. The applied digital representation adopts many cognitive learning theories and their applications.



Thank You

JULY 24, 2019

INTERNATIONAL CONFERENCE OF SOCIAL SCIENCES AND EDUCATION

"CHALLENGES OF SOCIAL SCIENCES AND EDUCATION FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS (SDGs)"

PhD
London

Sya, M.Pd, M.Sc.
Jakarta

PRIME Plaza HOTEL
JOGJAJAKARTA



ADD-CDTMA method have criteria that are assessed, namely: 1) location object, 2) accessibility, 3) Conditions around the area, 4) facilities and infrastructure, 5) availability of clean water. The score for each criterion can be calculated by the formula:

$$S = W \times B \dots \dots \dots (1)$$

The results of the assessment of each element of each tourism object are averaged so that the final assessment of the development of tourism obtained and a comparison is made with the classification of development elements based on the weight value can be seen in Table

Development Element	Weight Value	Classification
1.100 - 200	Very Good	
1.100 - 100	Good	
1.000 - 100	Excellent	

Analysis of the development of Pantai Ungapan tourism using the SWOT, PEST and EFAS techniques.

This analysis is based on logic that can maximize strengths and opportunities (Opportunities), but can simultaneously minimize weaknesses (Weaknesses) and threats (Threats).



THE 3RD ICSSSED

BOOK OF ABSTRACT

CHALLENGES OF SOCIAL SCIENCES AND
EDUCATION FOR ACHIEVING SDG'S

Yogyakarta, 23-26 July 2019



**FACULTY OF
SOCIAL SCIENCES
UNIVERSITAS NEGERI YOGYAKARTA**

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Understanding The Geographical Environment as a Spatial Event

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Abstract

Geography bridges people and the environment mutually both determinism and possibilism. Spatial representation as a way of understanding the geographical environment has different conceptions among experts and practitioners. This study aims to analyze the appropriate and comprehensive dimensions and factors of spatial representation in geography learning. Literature studies are employed as a basis for confirmatory factor analysis to obtain indicators of spatial representation of geographic learning. The understanding of spatial representation begins with the analysis of the study on the form and spatial and temporal structure of an area. Many theories of spatial representation in geography, which roots either from social science or engineering, are formulated based on the idea that spatial and social structures have undergone a change. The conclusion of the theory was taken through a cross-sectional study. Literature review deals with geography curriculum policy in Indonesia. Spatial representation in geography subjects at secondary schools is viewed from the perspective of the relationship between human and environmental interaction systems in three dimensions, namely the dynamics of the physical and community environment as well as spatial integration and spatial interdependence both between places and between scales. This perspective can be manifested in real or abstract forms which are represented visually, verbally, mathematically, digitally, and cognitive mindset. This representation is a skill, product and way of creativity and interpretation, and reflection from a media such as diagrams, paintings, images, in one's mind.

Keywords: spatial representation, geography of education, environment, geography curriculum