**Various Online Geography Learning Assessment with Critical Spatial Thinking during The Covid-19 Pandemic in Indonesian High Schools**

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The main competence of students studying geography is critical spatial thinking. The prolonged condition of Pademic Covid-19 forced online learning. One of the problems is the learning assessment process. This study aims to identify various alternative geographic learning assessments with Critical Spatial Thinking, which are comprehensive and accountable in Indonesian high schools. A survey of 50 geography teachers in Yogyakarta and a deep literature study were used in this study. The dimensions of the study include: 1) analysis of the structure of the geography curriculum to map the basic competencies of geography material and the online learning process that can be carried out. 2) Variation of the assessment uses a learning evaluation approach in the curriculum. Data were analyzed descriptively to obtain an overview and basis for confirmation of various online geography learning assessment. The results of the study showed that almost all of the basic competencies in learning geography in class X, XI, and XII could potentially be assessed online. Aspects of basic competency attitudes and skills are more difficult for teachers than knowledge competencies. Online test assessments for knowledge competencies can be done with more variations than affective competencies and skills. A variety of online knowledge assessments can use quizzes, multiple choice, matching, and true-false. Attitude competency assessment using self-regulation evaluation questionnaire and classroom climate during online learning. Skills assessment is requested through videos that are shown directly or indirectly. The main obstacle to the assessment of learning from the teacher is developing devices that require information technology capabilities.

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