Students' Geographic Literacy Abilities

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Abstract: One of the abilities that students must master in the 21st century is literacy skills, one of which is geographic literacy. Based on previous research, students' geographic literacy, in general, still needs to improve. This research aims to determine and analyze the geographic literacy abilities of State High School (SMA) students in Jambi City. This research uses a survey method. The data processing results show that the geographic literacy skills of 190 State High School students in Jambi City are in the medium category with a percentage of 51% or 97 students. This means the students can understand the essence of interaction, interconnection, and the contextual implications of spatial interaction phenomena in life. Daily for some instances only. Meanwhile, the number of students in the high geographical literacy category is 43 or 23%, so it can be interpreted that students can understand the essence of interaction, interconnection and the implications of spatial interaction phenomena contextually in everyday life. Geographic literacy skills in the low category are 50 students or 26%, which means that students still need to understand the essence of interaction, interconnection and the implications of spatial interaction phenomena contextually in everyday life.

Abstrak: Salah satu kemampuan yang harus dikuasai oleh peserta didik pada abad 21 yaitu kemampuan literasi, salah satunya literasi geografi. Berdasarkan penelitian sebelumnya literasi geografi peserta didik pada umumnya masih tergolong rendah. Tujuan penelitian ini untuk mengetahui dan menganalisis kemampuan literasi geografi peserta didik Sekolah Menengah Atas (SMA) Negeri di Kota Jambi. Penelitian ini menggunakan metode survei. Hasil pengolahan data menunjukkan bahwa kemampuan literasi geografi 190 peserta didik SMA Negeri di Kota Jambi tergolong kategori sedang dengan persentase sebesar 51% atau sebanyak 97 peserta didik dapat diartikan bahwa peserta didik sudah dapat memahami esensi interaksi, interkoneksi dan implikasi dari fenomena interaksi keruangan secara kontekstual dikehidupan sehari-hari untuk kasus tertentu saja. Sedangkan jumlah peserta didik dengan kategori kemampuan literasi geografi tinggi sebanyak 43 peserta didik atau sebesar 23% sehingga dapat diartikan bahwa peserta didik mampu memahami esensi interaksi, interkoneksi dan implikasi dari fenomena interaksi keruangan secara kontekstual dikehiduapan sehari-hari. Kemampuan literasi geografi dengan kategori rendah sebanyak 50 peserta didik atau sebesar 26% dapat diartikan bahwa peserta didik belum mampu memahami esensi interaksi, interkoneksi dan implikasi dari fenomena interaksi keruangan secara kontekstual dikehidupan sehari-hari.

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A. Introduction

One of the fundamental problems currently occurring in the world is climate change. The impact of climate change and global warming can affect the survival of life on Earth. One of the results of climate change experienced by Indonesia is changes in intensity, including increased rainfall, landslides, floods, rising sea levels and strong winds (Susanto & Suyatna, 2015). Students, as the younger generation, must be prepared for phenomena that will occur in the future. Through education, students are expected to be able to make wise decisions and provide solutions to the problem of climate change (Suwatra et al., 2018). Literacy skills can help individuals advance quality and empower individuals, families and communities (Priyono & Danardono, 2021).

According to Edelson (2014), geographic literacy is the ability to use geographic understanding and design thinking to make long-term decisions. Individuals with geographic literacy skills can make choices about where and how their environment is and can anticipate and survive natural disasters in their area (Blake, 2016). Literacy culture can provide benefits in a broader context, such as eradicating poverty, reducing population growth and child mortality, and ensuring sustainable development. Geographic literacy is essential in increasing students' knowledge about disasters and their relief (Al-Nofli & Al-Musalami, 2017). Apart from that, literacy skills are an indicator that can support a country's progress through literacy levels. Literacy has various types, such as information literacy, digital literacy, and geographical literacy. Geographic literacy is one of the crucial literacies in developing 21st-century skills.

Geographic literacy can be defined as the competency to develop geographic abilities into skills. Literacy includes problem-solving, critical and creative thinking processes, and reasoning (Dikmenli, 2014; Kamil et al, 2020). Geographical literacy is critical because, with increasing literacy skills, you can see meaning in spatial arrangements and skills in applying a spatial perspective to life situations. Students need to have geographical literacy skills to analyze and make decisions and realize that their decisions can have a broad impact on the future. Mastery of geographic literacy is a skill in finding solutions to natural damage and reducing its adverse side effects. To achieve this skill, students must first learn the characteristics of where they live, why they live there, what events and discoveries occurred there, and how and when those relationships may affect them. Students must have an excellent geographical perspective to master this skill (Oktari et al., 2018).

Kerski (2015) explains that the cultivation of geographical literacy is likened to a stool whose strength is supported by three legs, namely: 1) core content, in the form of natural objects of physical geography and human geography in the form of an extensive system such as ecosystems, and climate systems, culture, watersheds. Rivers, oceans, land use, government, and the Earth-Sun relationship. 2) skills in using geographic tools, including effective use. Many geographic tools and skills are focused on maps, such as analysis. 3) geographical perspective is a sure way of seeing the world. The geographic perspective seeks to discover why processes and phenomena occur where they do and include themes of scale, region, diffusion, pattern, and spatiotemporal relationships. A geographic

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perspective also includes critical thinking—questioning and investigating where data comes from, how to manage uncertainty, how problems are framed, and the scale at which problems are addressed (Kerski, 2015).

Many experts have expressed opinions regarding geographic literacy, including Edelson (2014), who published the concept of geographic literacy, which consists of three components: interaction, interconnection and implication. Edelson describes the interaction component as a concept that describes social and natural factors interrelated to form diverse characteristics in each space. Each space is different from a social and economic perspective because each space is related and influences the other. This condition gives rise to interconnection in each space. The occurrence of intensity, both interactions between elements in a space and the intensity of relationships between spaces or regions, has both negative and positive impacts. This is what is called an implication (Edelson, 2014).

According to Soleh (2023), seven factors can influence geographic literacy, namely the gender factor. A study in Sweden found that men's multitasking is better than women is when it involves spatial tasks (the ability to recognize the relationship between various forms of images). The second factor is parental employment, an internal factor influencing student literacy, such as student identity. On the other hand, external factors include family conditions, ownership of learning facilities, and sociocultural conditions at home (Pakpahan, 2017). The third factor is the travel intensity factor (Mobility); geographic literacy is often needed in everyday life, such as planning routes, orienting oneself in unfamiliar environments, and processing destination information (Chang et al., 2019). The fourth factor is the intensity of reading news. Watching television is unrelated to geographical knowledge, but reading international news in newspapers can influence geographical knowledge (Winship, 2014). The fifth factor is the intensity of social media access. According to research by Tifani (2019), students do not use social media to support geography learning (Tifani, 2019). The sixth factor is the use of spatial information. Geographic literacy is closely related to spatial intelligence because geographic elements increase individual spatial intelligence (Urfan et al., 2018). The seventh factor is the language mastery factor.

Results of a geographic literacy survey conducted by Soleh (2023), who conducted a geographic literacy test on high school students in the North Bandung area with 279 respondents. This research shows that students' geographic literacy is dominated by the low category at 65.95% or 184 students. Meanwhile, 95 students (34.05%) were in the medium category, and only a tiny portion had a high geographic literacy. This is because students' knowledge of spatial media is still low, and the impact of online learning during the COVID-19 pandemic. If broken down based on geographic literacy indicators as follows, geographic literacy ability on the interaction indicator with an average value of 11.11. The interconnection indicator is 9.41.

Meanwhile, the implication indicator is 9.06. This is possible due to the COVID-19 pandemic from 2020-2022, with subjects taking part in online learning so that direct contextualization of the material needs to be fully understood by students (Soleh, 2023).

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A lack of understanding of geographical literacy can severely threaten the continuity of life on Earth and must be addressed immediately. Geographic literacy is needed now and in the future. This is the opinion of Nisa (2022), who states that geographic literacy can foster skills in understanding, reasoning and responsible citizenship (Nisa, 2022). Humans, throughout their lives, need geographic literacy to make decisions. Various efforts can be made to develop geographic literacy skills, one of which, according to Kerski (2019), is six efforts to develop geographic literacy skills, namely in education conveying geographic knowledge, using geographic tools by focusing on the use of maps, prioritizing using digital maps compared to paper maps, emphasizes that the use of maps is not only for experts, emphasizes the skills of using GIS, supports students in the use of geographic tools (Kerski, 2019).

This research aimed to understand and examine the geographic literacy abilities of State High School students in Jambi City so that educators can determine effective ways to increase students' geographic literacy. For future researchers, this can be a basis for knowing what factors influence students' geographic literacy abilities.

B. Method

This research uses quantitative and qualitative approaches. Quantitative data will be used to show percentage figures and qualitative data will be used to explain the level of geographic literacy based on the percentage figures. This research uses a survey method. The survey method is used to understand and examine the level of students' geographic literacy abilities. This research was conducted in Jambi City, and the subjects used were grade 12 high school students. The researcher chose the research location in Jambi City because Jambi City is an area prone to forest fires and floods, so it is hoped that students will have sufficient knowledge to deal with natural disasters and reduce the negative impacts that will occur. The choice of subjects for students in class 12 of high school was because students in that class were expected to have more geographic literacy. After all, they had received learning from previous levels of education. The selection of subjects in research uses purposive sampling techniques or sampling based on specific reasons. The following is a table of research subjects:

Table 1. Research Subject Data

School	Research subject	School Location
SMA Negeri 1 Kota Jambi	30 students	Danau Sipin District
SMA Negeri 3 Kota Jambi	33 students	Jelutung District Kota Baru District
SMA Negeri 5 Kota Jambi	35 students	Telanaipura District
SMA Negeri 7 Kota Jambi	20 students	Danau Teluk District Pelayangan District
SMA Negeri 9 Kota Jambi	26 students	Jambi Selatan District Jambi Timur District
SMA Negeri 11 Kota Jambi	32 students	Alam Barajo District

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School	Research subject	School Location
SMA Negeri 13 Kota Jambi	24 students	Paal Merah District

Table 1 represents the schools where the research was conducted. The selection of schools used a purposive sampling technique because the number of public high schools in Jambi City was not evenly distributed in each sub-district. Therefore, researchers chose schools that could represent the sub-districts around the school area. Researchers chose two classes in each school to balance the number of male and female students.

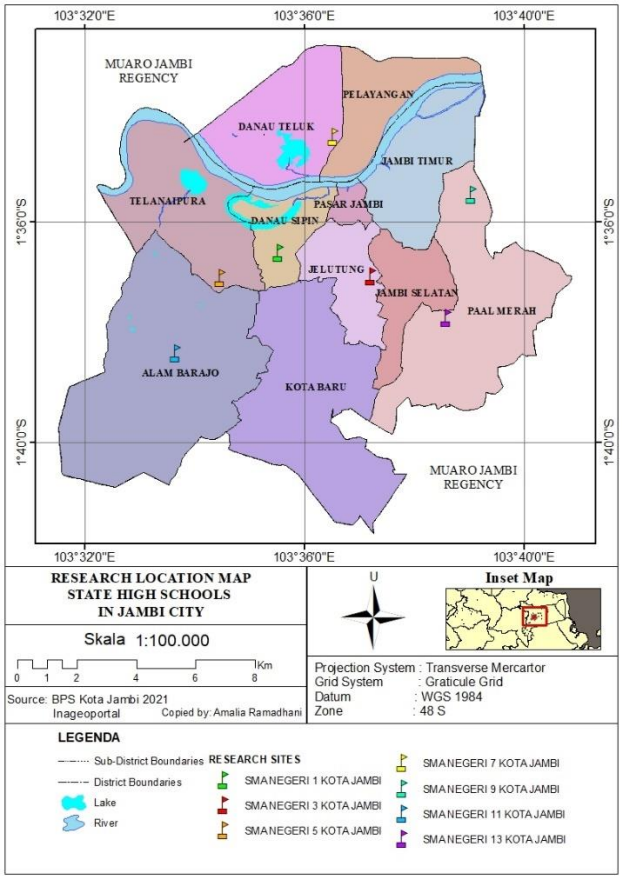

Figure 1. Research Location Map

Figure 1 is a map of research locations consisting of 7 research location points spread across all sub-districts in Jambi City. The research was carried out in September 2023. Researchers used a test instrument to measure geographical literacy skills. The geographic literacy instrument consists of 25 questions based on three geographic literacy concepts, nine interaction questions, eight interconnection questions, and eight implication questions. The instrument is in the form of multiple-choice questions. The validity of the geographic literacy instrument has been tested using the product moment correlation technique. Next, the instrument's reliability will be tested using Cronbach's Alpha. Data processing uses

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Microsoft Excel. A more concise explanation of the research flow can be seen in the following research flow diagram image:

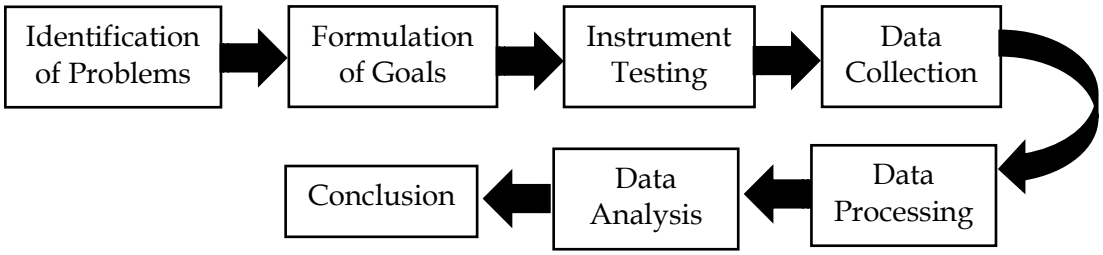

Figure 2. Research Flow Diagram

Figure 2 is a research flow that begins with identifying problems based on the fact that students have an attitude that is less concerned about the environment. This occurs because of students' low understanding of geography. After finding the problem, the next step is to formulate the research objective, and the researcher carries out a literature study to obtain the objective by referring to previous research. The third stage is testing the research instrument, and the trial is carried out in a school different from the research location. The results of instrument trials are processed using statistical tests to determine the validity and reliability of the instrument. In the fourth stage, namely data collection, researchers visited seven schools in the research location to test the instruments on students. The instrument used is Google Forms. The fifth stage is data processing. The data that has been obtained is processed using Microsoft Excel to obtain the desired goals. The sixth stage is data analysis. The data that has been processed is then analyzed using a quantitative approach. The seventh final stage is the conclusion, in which the researcher concludes the analysis that has been determined.

C. Results and Discussion

Result

Before the instrument is given to research subjects, it must be tested on students in different schools. Limited testing of the instruments in this research was conducted at the UPI Pilot Laboratory High School in Bandung. Researchers tested the instrument in two classes, XII IPS. The validity of the geographic literacy instrument has been tested using the product moment correlation technique. The instrument is declared valid because the r count > r table results in an r table value of 0.325. The results of the instrument validity test are in Table 2. Next, the instrument's reliability will be tested using Cronbach's Alpha method, with a reliability value for the geographic literacy instrument (Alpha = 0.742) in the high-reliability category.

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Table 2. Instrument Validity Test

Question Items	r_{Count}	r_{Table}	Classification
1	0,408	0,325	Valid
2	0,328	0,325	Valid
3	0,483	0,325	Valid
4	0,364	0,325	Valid
5	0,431	0,325	Valid
6	0,503	0,325	Valid
7	0,353	0,325	Valid
8	0,402	0,325	Valid
9	0,395	0,325	Valid
10	0,441	0,325	Valid
11	0,363	0,325	Valid
12	0,452	0,325	Valid
13	0,371	0,325	Valid
14	0,343	0,325	Valid
15	0,386	0,325	Valid
16	0,329	0,325	Valid
17	0,513	0,325	Valid
18	0,374	0,325	Valid
19	0,395	0,325	Valid
20	0,410	0,325	Valid
21	0,456	0,325	Valid
22	0,371	0,325	Valid
23	0,405	0,325	Valid
24	0,399	0,325	Valid
25	0,452	0,325	Valid

Table 2 is the result of the instrument validity test. The 25 questions are valid from the table if r table > r count. Next, the instrument's reliability will be tested using Cronbach's Alpha method, with a reliability value for the geographic literacy instrument (Alpha = 0.742) in the high-reliability category. Once the instrument is said to be valid, the instrument can be used on research subjects. The following is a picture of when data collection was carried out:

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Figure 3. Research Location in SMAN 3 Jambi City

Figure 3 is one of the research locations in the Jelutung sub-district and is one of the favourite public high schools in Jambi City. The subjects at this school are students in class XII IPS 3, with a total of 33 students. Students at this school are enthusiastic about filling out instruments via Google Forms, which can be accessed using each student's mobile device. Some students need to learn the terms in geography contained in the questions, such as emissions, ecology and infiltration. The following are the conditions when collecting data at other research locations:

Figure 4. Research Location in SMAN 5 Jambi City

Figure 4 is the third research location coinciding with SMA Negeri 5 Jambi City. The school is in the Danau Sipin sub-district. The subjects in this research were class XII IPS 1 students, with 25 students. Students are enthusiastic about answering questions given via Google Forms. Some students need help answering questions because there are several geographic terms they do not know, such as exploitation, deforestation, urbanization, transmigration and emissions. However, two students wanted to know the correct answer.

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After they had finished answering all the questions, the researcher helped explain the correct answer. The following is a picture of research locations at other schools:

Figure 5. Research Location in SMAN 7 Jambi City

Figure 5 is a research location that coincides with SMA Negeri 7 Jambi City in Danau Teluk District. This school is located far from the city centre, so the number of students is smaller than in other state high schools. When the researcher came to the school, the weather did not support heavy rain with moderate intensity. Twenty students attended, combined with two classes in class XII. One student did not have a smartphone, so he had to take turns with his friend. Some students need to learn geographical terms in questions such as ecology, riverbanks, illegal logging, exploration and deforestation. Below are pictures of other research locations:

Figure 6. Research Location in SMAN 9 Jambi City

Figure 6 shows the research location at SMA Negeri 9 Jambi City in the Paal Merah subdistrict, but the subjects can represent East Jambi and South Jambi subdistricts. There

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were 26 students in class XII IPS 3. Several students enthusiastically answered the questions via Google Forms. One student actively asked about unknown geographic terms such as exploration, ecology, urbanization, transmigration, and emissions. These active students get the highest scores among other students. The following are other research locations:

Figure 7. Research Location in SMAN 11 Jambi City

Figure 7 is a SMA Negeri 11 Jambi City student in Alam Barajo District. There were 32 students in the class. However, some students still actively ask about unknown geographic terms such as emissions, illegal logging and ecology. The following are research locations at other schools:

Figure 8. Research Location in SMAN 13 Jambi City

Figure 8 is an SMA Negeri 13 Jambi City student located in Paal Merah District and can represent South Jambi District. This school is newly established, so the number of students is smaller. There were 24 students in the class.

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The research conducted at SMA Negeri 1 Jambi City was conducted online because when the researcher came to the school, there was an event requiring students to take part. The geography teacher suggested that the research be carried out online and directed students to fill in the Google form that had been provided. The scores obtained by students varied, including high, medium and low.

After the research, data was obtained on assessing the geographic literacy skills of State High School students in Jambi City, with 190 students as respondents. Each school that is the object of research has a minimum of 2 classes to get the desired number of respondents, namely 30 students with the same number of boys and girls. This is done in every school that is the object of research. The survey results show that the geographic literacy of most students is still relatively low, as seen in Figure 9.

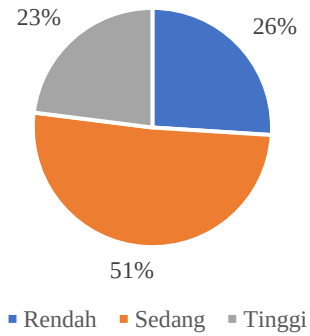

Figure 9. Geography Literacy Level of High School Students in Jambi City

Based on Figure 9, it can be seen that the geographic literacy skills of students from 7 public high schools in Jambi City are classified as moderate. The figures show that 51% or 97 students are still classified as moderate. Meanwhile, 23% or 43 students had a relatively high level of geographic literacy, and another 26% or 50 students had low geographic literacy. Specifically, the categorization of each geographical literacy level interval is obtained in Table 3.

Table 3. Categorization of Students' Geography Literacy

Intervals	Category	f	%	Description
0 – 33,3	Low	50	26%	Students must still understand the essence of interaction, interconnection, and the contextual implications of spatial interaction phenomena in everyday life.
33,4 – 66,6	Medium	97	51%	Students can understand the essence of interaction, interconnection, and the contextual implications of spatial interaction phenomena in everyday life in only a few cases.

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Intervals	Category	f	%	Description
66,7 - 100	High	43	23%	Students can understand the essence of interaction and interconnection and the contextual implications of spatial interaction phenomena in everyday life.
Total		190	100%	

Source: (Soleh, 2023)

Table 3 categorizes geographic literacy, which is divided into three levels: low, medium and high. Based on the table, 26% of students are categorized as having low-level geographic literacy skills. Fifty students from 190 research subjects still needed to improve their geographic literacy skills. Meanwhile, it was 51% in the medium category, with 97 students. The medium category is the most significant percentage, meaning that more than half of the students in Jambi have moderate geographic literacy skills. Geographic literacy skills are in the high category among students, with 23% having a total 43. Statistically, the level of geographic literacy is divided into three indicators: interaction, interconnection, and implication. The results of statistical tests based on these indicators can be seen in Table 4.

Table 4. Statistic Deskriptive

	Interaction	Interconnection	Implications
N_{Valid}	190	190	190
Missing	0	0	0
Mean	19.24	13.90	16.72
Median	20.00	12.00	16.00
Mode	20[a]	12	24
Std. Deviation	8.476	7.818	7.948
Variance	71.838	61.120	63.167
Range	36	32	32
Minimum	0	0	0
Maximum	36	32	32
Sum	4040	2920	3512

Based on Table 4, it can be seen that 190 public high school students in Jambi City have more excellent geographical literacy skills in the interaction indicator with an average value (mean) of 19.24 compared to the interconnection indicator of 13.90 and the implication indicator of 16.72.

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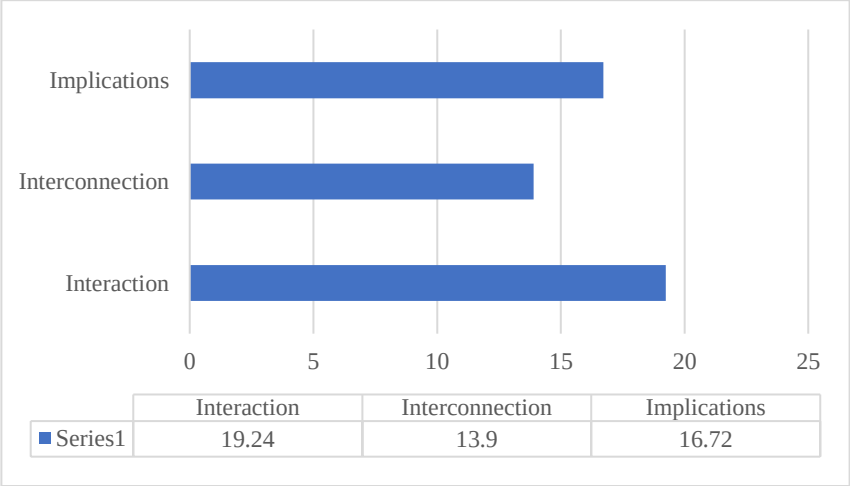

Figure 10. Students' Geography Literacy Levels based on Indicators

Based on Figure 10, the component of geographic literacy that students must master is the Interaction component. It can be interpreted that most students can understand the relationship between the natural environment and humans, meaning that various human attitudes and behaviours will influence the existence of the natural environment. The geographical literacy component with the next highest average value is an implication, so it can be interpreted that some students already understand how to make appropriate decisions based on geographical conditions. The geographic literacy component with the lowest average score is the interconnection component. Most students do not yet understand where one place has similarities and differences in interrelated geographical characteristics. The following is a table of geographic literacy levels based on school origin:

Table 5. Geography Literacy Levels Based on School Origin

School	Classification Of Geographic Literacy Skill Levels		
	Low	**Medium**	**High**
SMA Negeri 1 Kota Jambi	27%	50%	23%
SMA Negeri 3 Kota Jambi	0%	63%	37%
SMA Negeri 5 Kota Jambi	10%	33%	57%
SMA Negeri 7 Kota Jambi	17%	57%	27%
SMA Negeri 9 Kota Jambi	40%	53%	7%
SMA Negeri 11 Kota Jambi	47%	43%	10%
SMA Negeri 13 Kota Jambi	37%	63%	0%

Based on Table 5, the percentage of students' geographic literacy ability level can be seen based on school origin. The school with the highest geographic literacy skills is SMA Negeri 5 Jambi City, and the school with the lowest is SMA Negeri 11 Jambi City.

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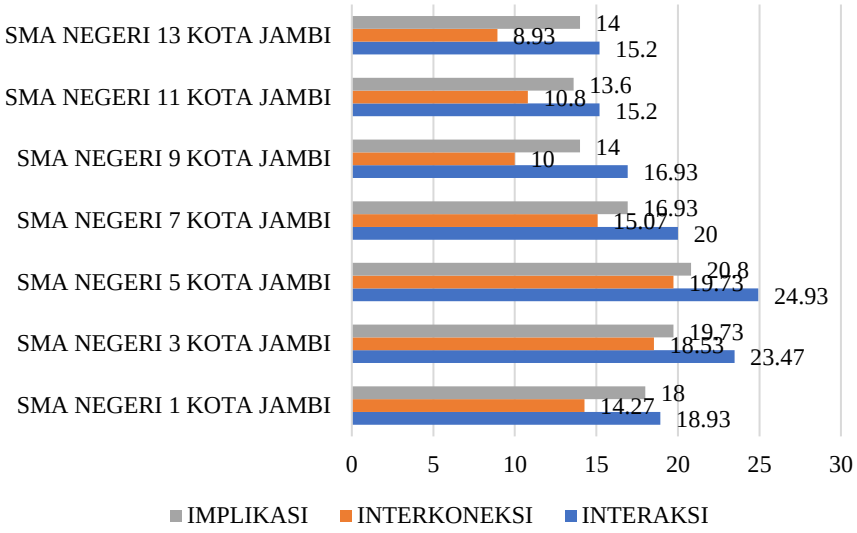

Figure 11. Students' Geographic Literacy Level Based on Indicators

Based on Figure 11, it can be seen that the highest component of geographic literacy in each school is the interaction component, followed by the implication component, and the lowest is the interconnection component. The role of teachers is essential to improve geographic literacy skills by linking geography learning with everyday life and using appropriate and practical approaches, models and learning media.

Discussion

The geographic literacy abilities of students from 7 public high schools in Jambi City are classified as moderate, and figures show that 51% or 97 students are classified as moderate. Meanwhile, 23% or 43 students have relatively high geographic literacy skills, and there are still another 26% or 50 students with relatively low geographic literacy skills. This is possible because students' learning during the Covid-19 pandemic in classes X and XI had facility problems during online learning to research conducted by Ndoi et al (2021), which stated that as many as 83.33% of geography teachers in the city of Bontang stated that the obstacles faced during online learning were networks, facilities, competence and evaluation. So, access to learning becomes limited (Ndoi et al., 2022).

Based on Table 5, most students' geographic literacy skills are moderate. This was to the researchers' findings when students worked on the question instruments; several students in all schools needed help understanding geographical terms such as exploitation, deforestation, urbanization, transmigration, emissions, illegal logging, infiltration, riverbanks and ecology. Students must understand some words which may influence their geographic literacy skills. Statistically, the level of geographic literacy is divided into three indicators, namely interaction, interconnection and implication indicators.

Based on Table 6 and Figure 3, it can be seen that 190 public high school students in Jambi City have more excellent geographical literacy skills in the interaction indicator with

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an average value (mean) of 19.24 compared to the interconnection indicator of 13.90 and the implication indicator of 16.72. Based on these three indicators, the interaction indicator has a more excellent value than the other two. Students already understand the relationship or connection between objects or events, in line with the opinion of Ruhimat (2017), who states that the indicators of the geographic literacy component in the interaction component are understanding locations, objects and events based on specific characteristics and being able to find evidence of the location of objects or events that influence each other based on specific characteristics. The interconnection and implication indicators have a lower average value because the questions on this indicator are categorized at the HOTS level. Indicators of the implication of some students, in some instances alone, have sensitivity to the impact of interactions and interconnections between locations and events based on available data. They can determine actions in literature as one of 34 new areas of literacy, along with environmental literacy, media literacy, literacy economics, visual literacy and technology (Ruhimat, 2017). Meanwhile, regarding the interconnection indicator, only a few students can find the factors that determine the relationship between locations and understand the relationship between objects or events based on trends in location. The geographic literacy abilities of state high school students in Jambi City can be seen in Table 7.

Based on Table 7, of the seven public high schools in Jambi City, only six schools have a relatively high percentage of geographical literacy skills. Many factors can influence students' geographic literacy abilities, both internal and external. Internal factors such as students' interest in learning. Schools with a large percentage of geographic literacy skills in the low category have lower interest in learning, which can be seen when researchers conduct observations at the school. Students are not enthusiastic when working on geographic literacy test questions and need to read the questions carefully, so they give answers that are not optimal.

Meanwhile, schools with relatively high geographic literacy scores have a higher interest in learning, and this can be seen when researchers make observations. Students are more enthusiastic when working on questions, read the questions carefully, and choose more appropriate answers. Other factors that can influence geographic literacy, according to research conducted (Soleh, 2023) among high school students in the North Bandung area, are gender factors, social media use factors, information media use factors and spatial information use factors. In detail, geographic literacy skills are divided based on indicators of interaction, interconnection and implications, as seen in Figure 4.

Based on Figure 4, it can be seen that the indicator with the lowest average value in each school is the interconnection indicator. This means that most students need the ability to find the factors that determine relationships between locations and need help understanding the relationships between objects or events based on location trends. So, efforts are needed to improve the geographic literacy skills of students at Jambi City Public High Schools. Especially in geography learning, you must have the right strategy to increase students' geographic literacy both from learning models and learning media so that the learning can be effective. There are various ways to improve geographic literacy skills;

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according to Kerski (2019), there are six ways to improve geographic literacy skills, namely providing geographic knowledge in education and emphasizing using maps as a geographic tool. Third, emphasize the use of digital maps rather than paper maps. Fourth, emphasize that maps are not just for geographers. Fifth, focus on GIS usage skills. Sixth, help students use geographic tools (Kerski, 2019).

D. Conclusion

Based on research and data analysis from the discussion, it can be concluded that the geographic literacy level of high school students in the city of Jambi is dominated by the medium category, with a percentage of 51% or as many as 97 students. This means that students can understand the essence of interaction, interconnection, and interaction phenomena' implications. Spatial contextually in everyday life for some instances only. Meanwhile, the number of students in the high geographical literacy category is 43 or 23%, so it can be interpreted that students can understand the essence of interaction, interconnection and the implications of spatial interaction phenomena contextually in everyday life. Geographic literacy skills in the low category are 50 students or 26%, which means that students still need to understand the essence of interaction, interconnection and the implications of spatial interaction phenomena contextually in everyday life.

Students' geographic literacy abilities are divided into three indicators: interaction, interconnection and implication. The interaction indicator has a higher average value than the other two indicators, namely 19.24, which means that most students can understand locations, objects and events based on specific characteristics and find evidence from the location of objects or events. Influence each other based on specific characteristics. The implication indicator with an average value of 16.72 can be interpreted that some students have sensitivity to the impact of interactions and interconnections between locations and events based on available data and can determine actions in literacy as one of the 34 new areas of literacy along with literacy. Environment, media literacy, economic literacy, visual and technological literacy. Meanwhile, the indicator with the lowest average value is interconnection, with a value of 13.90, which means that most students need help finding the factors that determine relationships between locations and help understanding relationships between objects or events based on trends in locations.

The research "Geographical Literacy Abilities of State High School Students in Jambi City" aims to determine and analyze the level of geographical literacy abilities of students in order to know the appropriate actions that can be taken to improve students' geographical literacy abilities. Participants need geographical literacy skills. Students so they can determine practical actions for the present and the future. The research results can be used by parties related to education as learning evaluation material. More research on geographic literacy needs to be carried out by researchers. The hope is that with a multi-disciplinary approach, the research results on geographic literacy can be utilized and become a reference for many elements of society.

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