

mental rotation and spatial perception tasks, but not for spatial visualization and measured mental rotation (Reilly et al., 2016).

The results of statistical tests through three-way ANOVA showed that the variables sex and gender affect spatial ability, as well as the simultaneous interaction between sex and gender differences also significantly influence spatial ability. The effect of sex differences on spatial ability can be seen through the average spatial ability scores obtained by male and female students. This is inconsistent with the results of research, which state that men have better spatial abilities than women (Battista, 1990; Yang & Chen, 2010).

Conclusions

Based on the result discussed above, we conclude that: (1) differences in sex have an impact on the spatial ability of senior high school students; the result of the male student's spatial ability scores is better than female students; (2) differences in gender have an impact on the spatial ability of senior high school students, the *undifferentiated* student's spatial ability scores are better than students with gender *masculine, feminine, dan, androgyny*; (3) differences in sex and gender overall have an impact on the spatial ability of senior high school students.

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