ABSTRAK

Rika Yulia Fitri. "Efek Model *Problem Based Learning*dan *Adversity Quotient*Terhadap Kemampuan Pemecahan Masalah Fisika Siswa di SMA". Program Pascasarjana Universitas Negeri Medan, 2016.

Penelitian ini bertujuan untuk : menganalisis apakah hasil kemampuan pemecahan masalah siswa yang diajarkan dengan model *problem based learning* lebih baik daripada pembelajaran konvensional, menganalisis apakah hasil kemampuan pemecahan masalah siswa yang memiliki *adversity quotient* di atas rata-rata lebih baik daripada siswa yang memiliki *adversity quotient* di bawah rata-rata, menganalisisapakah ada interaksi antara model *problem based learning* dengan *adversity quotient* siswaterhadap kemampuan pemecahan masalah fisika siswa.Penelitian ini merupakan penelitian quasi eksperimen dengan desain *two group pretest-posttest design.* Populasi penelitian adalah seluruh siswa kelas X SMA Negeri 1 Takengon semester II tahun ajaran 2015/2016. Sampel dalam penelitian ini diambil secara *cluster random sampling,* yaitu sebanyak 2 kelas berjumlah 68 orang. Kelas X-1 sebagai kelas eksperimen yang diajarkan dengan model pembelajaran *problem based learning*terdiri atas 34 orang siswa, kelas X-2 sebagai kelas kontrol diajarkan dengan pembelajaran konvensional terdiri atas 34 orang siswa. Instrumen penelitian ini menggunakan tes essay kemampuan pemecahan masalah terdiri dari 5 soal dan tes *adversity quotient* dalam bentuk angketterdiri dari 20 kasus serta telah dinyatakan valid dan reliabel. Data yang dihasilkan dianalisis dengan menggunakan ANAVA dua jalur. Hasil penelitianmenunjukkan bahwa: kemampuan pemecahan masalah siswa yang diajarkan dengan model pembelajaran *problem based learning* lebih baik daripada pembelajaran konvensional, kemampuan pemecahan masalah siswa yang memiliki*adversity quotient* di atas rata-rata lebih baik dibandingkan siswa yang memiliki*adversity quotient* di bawah rata-rata, dan terdapat interaksi antara model pembelajaran *problem based learning* dan pembelajaran konvensional dengan *adversity quotient* dalam meningkatkan kemampuan pemecahan masalah fisika siswa.

Kata Kunci :Model *Problem Based Learning*, Pembelajaran Konvensional, *Adversity Quotient*, Kemampuan Pemecahan Masalah.

ABSTRACT

Rika Yulia Fitri."The Effect of Problem-Based Learning Model and Adversity Quotient on Students' Problem Solving Ability of Physics in SMA". Postgraduate Schoolof the State University of Medan, 2016.

The aim of this study were : to analyze if the result of students' problem solving ability with using problem-based learning model better than conventional learning, to analyze if the results of problem solving ability of students who have high average of adversity quotient better than students who have low average of adversity quotient, to find out interaction between problem-based learning model mapping and adversity quotientof physics students' problem solving ability.This research is a quasi-experimental design with two group pretest-posttest design. Theresearchpopulation is all students of class X SMA Negeri 1 Takengon in second semester of the 2015/2016 academic year. The sampling define by random cluster sampling with two classes consist of 68 students. X-1class as experimental classusingproblem-based learning model consists of 34 students, X-2classas control class using conventional learning consiste of 34 students. This research instrument used essay tests of problem solving ability consists of 5 questions and tests of adversity quotient in the form of an questionnaire consists of 20 questions and has been valid and reliable. Result of the data analyzed by using two ways ANAVA.The results showed that: the problem solving ability of students using problem-based learning model better than conventional learning, The problem solving ability of students who have high averageof adversity quotient better than students who have the low average of adversity quotient, and there was interaction between the problem-based learning model and conventional learning with adversity quotient to improvephysicsstudents' problem-solving ability.

Keywords: Problem-Based Learning Model, Conventional Learning, Adversity Quotient,Problem Solving Ability.