

## ABSTRAK

**FAHRUM NISA RANI. Analisis Kemampuan Berpikir Kritis Matematis Dan *Adversity Quotient* Siswa Melalui Pendekatan *Realistic Mathematics Education* Di SMP Negeri 3 Stabat.** Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk menganalisis: (1) kemampuan berpikir kritis matematis siswa melalui pendekatan *Realistic Mathematics Education*, (2) *Adversity Quotient* siswa melalui pendekatan *Realistic Mathematics Education*, dan (3) Kesulitan berpikir kritis yang dialami siswa dalam menyelesaikan masalah matematika melalui pendekatan *Realistic Mathematics Education*. Subjek penelitian kelas VII-I SMP Negeri 3 Stabat yang berjumlah 32 siswa. Instrumen penelitian ini adalah tes kemampuan berpikir kritis matematis, ARP (*Adversity Response Profile*) dan pedoman wawancara. Analisis data dilakukan dengan model Miles dan Huberman. Hasil penelitian menunjukkan: (1) Kemampuan berpikir kritis matematis siswa melalui pendekatan *Realistic Mathematics Education* diperoleh bahwa sebanyak 8 siswa atau sebesar 25% pada kategori rendah, kategori sedang sebanyak 11 siswa atau sebesar 34,375% dan untuk kategori tinggi diperoleh sebanyak 13 siswa atau sebesar 40,625%. Sedangkan Indikator berpikir kritis berupa interpretasi lebih dominan dengan persentase 80,58% hal ini membuktikan bahwa siswa mampu memahami makna dari soal tersebut artinya siswa mampu membuat diketahui dan ditanya dari soal. (2) *Adversity Quotient* siswa melalui pendekatan *Realistic Mathematics Education* terdapat 18 siswa tergolong pada kriteria *Climber* dengan persentase 56,25%, sebanyak 6 siswa dengan kriteria peralihan *Camper* ke *Climber*, kemudian 8 siswa untuk kriteria *Camper* dengan persentase 25%, dan selanjutnya tidak terdapat siswa tergolong dalam kriteria peralihan *Quitter* ke *Camper* ataupun *Quitter* dan untuk aspek *Adversity Quotient* yaitu *Control*, *Origin* dan *Ownership*, *Reach*, dan *Endurance* dalam kategori “sedang”, (3) Kesulitan yang dialami siswa dalam menyelesaikan masalah matematika melalui pendekatan *Realistic Mathematics Education* mengalami kesulitan dari memahami konsep, kesulitan dalam menerapkan prinsip, dan juga kesulitan dalam masalah verbal.

**Kata Kunci:** Kemampuan Berpikir Kritis Matematis, *Adversity Quotient*, *Realistic Mathematics Education*

## ABSTRACT

**FAHRUM NISA RANI. Analysis of Students' Mathematical Critical Thinking Ability and Adversity Quotient through Realistic Mathematics Education Approach at SMP Negeri 3 Stabat.** Thesis. Medan: Postgraduate Mathematics Education Study Program, State University of Medan.

This study aims to analyze: (1) students' mathematical critical thinking skills through the Realistic Mathematics Education approach, (2) students' Adversity Quotient through the Realistic Mathematics Education approach, and (3) critical thinking difficulties experienced by students in solving math problems through the Realistic Mathematics Education approach. The research subjects of class VII-I SMP Negeri 3 Stabat, totaling 32 students. The research instrument was a test of mathematical critical thinking skills, ARP (Adversity Response Profile) and interview guidelines. Data analysis was performed using the Miles and Huberman model. The results showed: (1) Students' mathematical critical thinking skills through the Realistic Mathematics Education approach, it was found that as many as 8 students or 25% in the low category, 11 students in the moderate category or 34.375% and 13 students or 40.625% for the high category. Meanwhile, the critical thinking indicator in the form of interpretation is more dominant with a percentage of 80.58%, this proves that students are able to understand the meaning of the question, meaning that students are able to make known and asked questions. (2) Adversity Quotient students through the Realistic Mathematics Education approach, there are 18 students belonging to the Climber criteria with a percentage of 56.25%, as many as 6 students with the transition criteria from Camper to Climber, then 8 students for Camper criteria with a percentage of 25%, and subsequently none students belong to the criteria for the transition from Quitter to Camper or Quitter and for the Adversity Quotient aspect, namely Control, Origin and Ownership, Reach, and Endurance in the "medium" category, (3) The difficulties experienced by students in solving math problems through the Realistic Mathematics Education approach experience difficulties from understanding concepts, difficulties in applying principles, and also difficulties in verbal problems.

**Keywords:** Mathematical Critical Thinking Ability, Adversity Quotient, Realistic Mathematics Education