

## ABSTRAK

**SITI FADILLAH. 8186181011.** Pengaruh Model *Problem Based Learning* terhadap Kemampuan Representasi Matematis Siswa dan *Adversity Quotient* di SD Islam Setia Nurul Azmi Medan.

Penelitian ini bertujuan untuk mengetahui: (1) apakah terdapat pengaruh yang signifikan antara pembelajaran (*problem based learning* dan konvensional) terhadap kemampuan representasi matematis siswa, (2) apakah terdapat pengaruh yang signifikan antara pembelajaran (*problem based learning* dan konvensional) terhadap *adversity quotient* siswa, (3) apakah terdapat interaksi antara pembelajaran (*problem based learning* dan konvensional) dan Kemampuan Awal Matematika terhadap kemampuan representasi siswa, (4) apakah terdapat interaksi antara pembelajaran (*problem based learning* dan konvensional) dan Kemampuan Awal Matematika terhadap *adversity quotient* siswa. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*). Populasi dalam penelitian ini adalah seluruh siswa kelas IV Sekolah Dasar Islam Setia Nurul Azmi Medan Tahun Ajaran 2020/2021 yang terdiri dari empat kelas. Sampel dipilih secara *cluster random sampling* sebanyak dua kelas. Instrumen yang digunakan yaitu tes kemampuan representasi dan skala sikap *adversity quotient*. Data yang diperoleh lalu dianalisis menggunakan ANAVA Dua Jalur pada program spss 20. Hasil penelitian menunjukkan bahwa: 1) terdapat pengaruh yang signifikan antara pembelajaran (*problem based learning* dan konvensional) terhadap kemampuan representasi matematis siswa, 2) terdapat pengaruh yang signifikan antara pembelajaran (*problem based learning* dan konvensional) terhadap *adversity quotient* siswa, 3) terdapat interaksi antara pembelajaran (*problem based learning* dan konvensional) dan Kemampuan Awal Matematika terhadap kemampuan representasi siswa 4) tidak terdapat interaksi antara pembelajaran (*problem based learning* dan konvensional) dan Kemampuan Awal Matematika terhadap *adversity quotient* siswa.

**Kata Kunci:** *Problem Based Learning*, Kemampuan Representasi, *Adversity Quotient*

## ABSTRACT

**SITI FADILLAH. 8186181011.** *The Effect of Problem Based Learning Model on Students Mathematic Representation Ability Student and Adversity Quotient at Islamic Primary School Setia Nurul Azmi Medan*

*This study aims to determine: (1) whether there is a significant effect between learning (problem based learning and conventional) on students' mathematical representation abilities, (2) whether there is a significant effect between learning (problem based learning and conventional) on students' adversity quotient, (3) whether there is an interaction between learning (problem based learning and conventional) and Early Mathematics Ability to students' representational abilities, (4) is there an interaction between learning (problem based learning and conventional) and Early Mathematics Ability to students' adversity quotient. This research is a quasi-experimental research. The population in this study were all fourth grade students of Islamic Primary School Setia Nurul Azmi Medan for the academic year 2020/2021, which consisted of four classes. The sample was selected by cluster random sampling consisting of two classes. The instruments used were the representation ability test and the attitude scale adversity quotient. The data obtained were analyzed using two-way ANOVA in the SPSS 20 program. The results showed that: 1) there was a significant effect between learning (problem based learning and conventional) on students' mathematical representation abilities, 2) there was a significant effect between learning (problem based learning and conventional) on students' adversity quotient, 3) there is an interaction between learning (problem based learning and conventional) and Early Mathematics Ability to student representation skills 4) there isn't an interaction between learning (problem based learning and conventional) and Early Mathematics Ability to adversity quotient.*

**Keywords:** *Problem Based Learning, Representation Ability, Adversity Quotient*