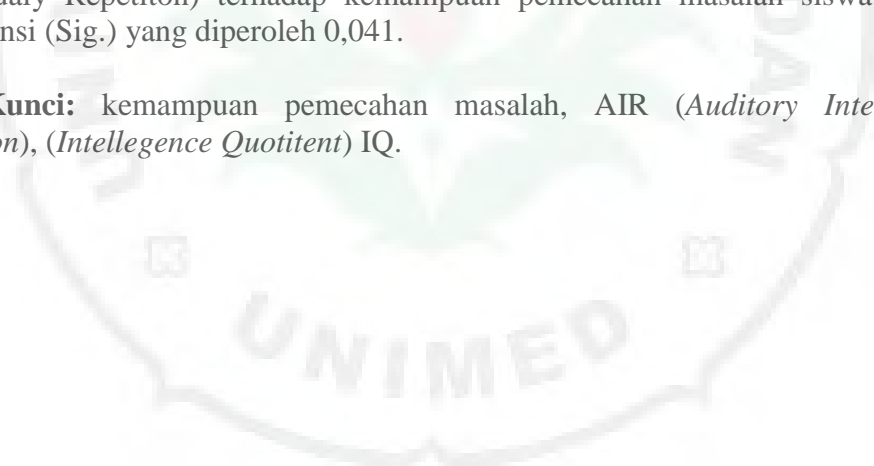


## ABSTRAK

**Monica Stevani Br Sembiring K, NIM 4193111070. Pengaruh Model Pembelajaran AIR (*Auditory Intellectually Repetition*) Terhadap Kemampuan Pemecahan Masalah Ditinjau Dari (*Intelligence Quotient*) IQ Peserta Didik**

Tujuan penelitian ini adalah untuk mengetahui bagaimana pengaruh model strategi pembelajaran AIR (*Auditory Intellectual Repetition*) terhadap kemampuan pemecahan masalah bila ditinjau dari IQ (*intellectual quotient*). Pada penelitian ini, 60 siswa kelas XI MIA SMA Negeri 1 Berastagi dijadikan sebagai partisipan penelitian. Ini bersifat kuantitatif dan menggunakan strategi studi kelompok kontrol posttest. Hasil penelitian yang diperoleh adalah: (1) Keterampilan pemecahan masalah siswa dipengaruhi oleh paradigma pembelajaran AIR (*Auditory, Intellectual, Repetition*) dengan Signifikansi (Sig.) 0,041. Uji ANOVA dua arah dengan tingkat signifikansi 5% digunakan dalam penelitian ini. (2) Intelligence Quotient (IQ) tinggi dan sedang dengan signifikansi (Sig.) yang diperoleh 0,000 berpengaruh terhadap kemampuan pemecahan masalah siswa. (3) Terdapat interaksi antara Intelligence Quotient (IQ) dan model pembelajaran AIR (*Auditory Intellectually Repetition*) terhadap kemampuan pemecahan masalah siswa dimana signifikansi (Sig.) yang diperoleh 0,041.

**Kata Kunci:** kemampuan pemecahan masalah, AIR (*Auditory Intellectually Repetition*), (*Intelligence Quotient*) IQ.



## ABSTRACT

**Monica Stevani Br Sembiring K, NIM 4193111070. The Effect of AIR Learning Model (Auditory Intellectually Repetition) on Problem Solving Ability in View of (Intelligence Quotient) IQ of Learners**

*The purpose of this research is to find out how the AIR (Auditory Intellectual Repetition) learning strategy model influences problem solving abilities when viewed from IQ (intelligence quotient). In this research, 60 students of class XI MIA SMA Negeri 1 Berastagi were used as research participants. It is quantitative in nature and itself uses a posttest control group study strategy. (1) Students' problem solving skills are influenced by the AIR (Auditory, Intellectual, Repetition) learning paradigm, with a significance (Sig.) 0.041. A two-way ANOVA test with a significance level of 5% was used in this study. (2) High and medium Intelligence Quotient (IQ) with a significance (Sig.) obtained of 0.000 has an effect on students' problem solving abilities. (3) There is an interaction between Intelligence Quotient (IQ) and the AIR learning model (Auditory Intellectually Repetition) on students' problem solving abilities where significance (Sig.) is 0.041.*

**Keywords:** *problem solving ability, AIR, IQ.*

