ABSTRAK

Fakta rendahnya kemampuan pemecahan masalah matematis siswa yang ditandai dengan ketidakmampuan sebagian besar siswa dalam menyelesaikan soal-soal tidak rutin serta lemahnya daya juang siswa dalam menghadapi kesulitan perlu segera dicarikan solusinya. Salah satunya melalui pendekatan eksploratif. Penelitian ini merupakan studi kuasi eksperimen dengan desain kelompok kontrol non ekivalen. Subyek penelitian adalah siswa MTs di Kota Serang, dengan sampel penelitian sebanyak dua kelas yaitu kelas VIII G sebagai kelas eksperimen sebanyak 30 siswa dan kelas VIII F sebagai kelas kontrol sebanyak 30 siswa. Instrumen penelitian yang digunakan berupa tes pengetahuan awal matematis (PAM), tes uraian kemampuan pemecahan masalah matematis (KPMM), angket adversity quotient, lembar observasi, wawancara dan bahan ajar. Hasil penelitian menunjukkan: (1) peningkatan kemampuan pemecahan masalah matematis siswa yang memperoleh pembelajaran eksploratif lebih baik daripada siswa yang memperoleh pembelajaran konvensional; (2) Terdapat interaksi antara pembelajaran (eksploratif dan konvensional) dan pengetahuan awal matematis siswa (atas dan bawah) terhadap peningkatan kemampuan pemecahan masalah matematis siswa; (3) Adversity quotient siswa yang memperoleh pembelajaran eksploratif sama dengan siswa yang memperoleh pembelajaran konvensional; (4) Terdapat korelasi antara kemampuan pemecahan masalah dan adversity quotient matematis siswa setelah mendapatkan pembelajaran eksploratif

Kata kunci :   Kemampuan Pemecahan Masalah Matematis, *Adversity Quotient* Siswa, Pendekatan Pembelajaran Eksploratif

ABSTRACT

The low fact of students' mathematical problem solving ability was characterized by the inability of most students in solving non-routine problems and lack of fighting spirit in the faceof dificulties students need to be solved. One of the solutions was through explorative approach. This research was a quasi-experimental research with a non-equivalent control group design that using purposive sampling technique. The Subjects were students of MTs in Serang city, with sample of two classes of eighth grade. They were class of VIII G as experimental class that used 30 students and class of VIII F as control class that used 30 students. The research instruments that were used were mathematical initial knowledge test (PAM), description test of mathematical problem solving ability (CAR), mathematics *adversity quotient* scale, *observation sheets, interview and teaching materials. Quantitative analysis was performed using the average difference test and two paths of ANOVA test. The results showed: (1) The enhancement in mathematical problem-solving ability of students that received*

*explorative learning better than students who received conventional learning, (2) There is interaction between learning (explorative and conventional) and the beginning of students' mathematical knowledge (top and bottom) toward the enhancement of students' mathematical problem solving ability, 3) Adversity quotient of students who get explorative learning with conventional learning.*4) *There is a significant correlation between mathematics adversity quotient and problem Solving Ability of students.*

Keywords: Mathematical Problem Solving Ability, Students's Adversity Quotient, Explorative Learning Approach