

ABSTRAK

Zubaidah Amir MZ (2016). Kemampuan *Mathematical Problem Solving* dan *Adversity Quotient* Siswa Pada Pembelajaran Metakognitif *Think-Aloud* dalam Setting Kooperatif *Think-Pair-Share/ Square*.

Penelitian ini berfokus untuk membandingkan kemampuan *Mathematical Problem Solving* (MPS) dan *Adversity Quotient* (AQ) siswa sebagai akibat penerapan pembelajaran Metakognitif *Think-Aloud* dalam kooperatif *Think-Pair-Share* (MTA-P), Metakognitif *Think-Aloud* dalam kooperatif *Think-Pair-Square* (MTA-S), dan *Direct Instruction* (DI). Penelitian ini adalah kuasi-eksperimen. Sampel dipilih berdasarkan dua sistem sekolah yang berbeda (MTs, Pondok Pesantren) dengan dua peringkat sekolah (A, B), kemampuan matematika dasar (KMD) (tinggi, sedang, rendah), dan Jender (Lk, Pr). Data dikumpulkan melalui tes MPS, skala AQ, video rekaman, dan wawancara. Data dianalisis dengan statistik deskriptif dan inferensial uji komparatif *t-test* dan *one/two-way ANOVA*. Berdasarkan hasil analisis data, dapat disimpulkan bahwa: 1) Terdapat perbedaan MPS dan AQ siswa berdasarkan strategi pembelajaran, berdasarkan sistem sekolah, peringkat sekolah, berdasarkan KMD, dan jender. MPS dan AQ siswa yang memperoleh MTA-P lebih baik dari kedua strategi lainnya; 2) terdapat interaksi antara strategi pembelajaran dengan peringkat sekolah terhadap MPS siswa; 3) terdapat interaksi antara strategi pembelajaran dengan a) Sistem sekolah, b) Peringkat sekolah, terhadap AQ siswa; 4) Proses berpikir siswa dalam MPS yang sering muncul adalah memahami masalah, dan paling sedikit memeriksa kembali/interpretasi solusi yang diperoleh; 5) Jenis tingkah laku metakognisi yang sering muncul yaitu memeriksa kemajuan dalam menyelesaikan masalah, dan paling sedikit muncul proses penemuan/ide baru, fase yang paling sering muncul melakukan perhitungan, dan fase yang paling sedikit yaitu penentuan sikap dalam membuat perencanaan penyelesaian masalah.

Kata Kunci: *Mathematical Problem Solving*, *Adversity Quotient*, Metakognitif *Think-Aloud*, Kooperatif *Think-Pair-Share/ Square*.

ABSTRACT

Zubaidah Amir MZ (2016). Students' Ability on Mathematical Problem Solving and Adversity Quotient through Think-Aloud Metacognitive Learning Strategy in Cooperative Setting Think-Pair-Share/ Square.

This study focused on the comparison of students' ability on *Mathematical Problem Solving (MPS)* and *Adversity Quotient (AQ)* as a result of implementation of Metacognitive learning on Think-Aloud in cooperative Think-Pair-Share (MTA-P), Metacognitive on Think-Aloud in cooperative Think-Pair-Square (MTA-S), and Direct Instruction (DI). It was a quasi-experimental research. Samples were selected based on the different schools system (MTs, Boarding School) with 2 schools ranks (A, B), Basic Mathematics Ability (KMD) (high, medium, low), and Gender (Male, Female). Data were collected through MPS test, AQ scale, video recording, and interviews. Data were analyzed with descriptive and inferential statistics of comparative test of t-test and one/ two-way ANOVA. Based on the analysis, it can be concluded that: 1) There are differences MPS and AQ students based learning strategy, based on the school system, school ranks, KMD, and gender. MPS and AQ students who obtained MTA-P is better than the two other strategies; 2) There are interaction between learning strategy for schools ranks on student's MPS; 3) There are interaction between learning strategy a) The school system, b) schools Ranks, on student's AQ; 4) The process of thinking of students on MPS that often arises is to understand the problem, and at least check/ interpretation of the obtained solution; 5) The type of behavior that often arises metacognitive is checking progress in resolving the issue, and at least come the process of the invention/ new idea, a phase which most often appears perform calculations, and the phases of at least the determination of attitude in planning resolution.

Keywords: Mathematical Problem Solving, Adversity Quotient, Metacognitive Think-Aloud, Cooperative Think-Pair-Share/ Square