ABSTRAK

Sri Andriani. (2018). Peningkatan Kemampuan Berpikir Logis Matematis dan *Adversity Quotient* Siswa melalui Model *Process Oriented Guided Inquiry Learning* (POGIL)

Penelitian ini bertujuan untuk menganalisis peningkatan kemampuan berpikir logis matematis dan *adversity quotient* (AQ) siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen. Populasi penelitian ini adalah seluruh siswa kelas VII di salah satu SMPN Kabupaten Lampung Tengah pada tahun pelajaran 2017/2018. Sampel yang digunakan adalah siswa kelas VII_B sebagai kelas eksperimen yang memberoleh pembelajaran POGIL dan siswa kelas VII_D sebagai kelas kontrol yang memperoleh pembelajaran konvensional. Instrumen yang digunakan berupa tes kemampuan berpikir logis matematis, skala *adversity quotient*, lembar observasi, pedoman wawancara, dan jurnal harian siswa. Analisis data dalam penelitian menggunakan uji t, uji t' dan uji *Mann Whitney U*. Hasil penelitian ini menunjukkan bahwa: (1) Peningkatan kemampuan berpikir logis matematis siswa yang memperoleh pembelajaran dengan model POGIL lebih baik secara signifikan daripada siswa yang memperoleh pembelajaran konvensional; (2) Peningkatan kemampuan berpikir logis matematis siswa KAM tinggi dan KAM sedang yang memperoleh pembelajaran dengan model POGIL lebih baik secara signifikan daripada siswa yang memperoleh pembelajaran konvensional. Namun, peningkatan kemampuan berpikir logis matematis siswa siswa KAM rendah yang memperoleh pembelajaran POGIL dan konvensional tidak terdapat perbedaan yang signifikan; (3) *Adversity quotient* siswa yang memperoleh pembelajaran dengan model POGIL lebih tinggi secara signifikan daripada siswa yang memperoleh pembelajaran konvensional; (4) Pencapaian *adversity quotient* siswa KAM tinggi dan KAM sedang yang memperoleh pembelajaran dengan model POGIL lebih tinggi secara signifikan daripada siswa yang memperoleh pembelajaran konvensional. Namun, pencapaian *adversity quotient* siswa KAM rendah yang memperoleh pembelajaran POGIL dan konvensional tidak terdapat perbedaan yang signifikan.

Kata kunci: *Process Oriented Guided Inquiry Learning* (POGIL), Kemampuan Berpikir Logis Matematis, *Adversity Quotient* (AQ)

ABSTRACT

Sri Andriani. (2018). Improvement of Students' Logical Thinking Ability in Mathematics and Adversity Quotient through *Process Oriented Guided Inquiry Learning* (POGIL) Model.

The purpose of this research is to analyze student's improvement of logical thinking ability in mathematics and mathematical adversity quotient (AQ). This research employs a quantitative approach with a quasi-experiment method. The population of this research is the VIIth grades students of SMPN Lampung Tengah regency in the academic year 2017/2018. The sample in this research is all students at class VII_B as experimental group that taught by POGIL model and VII_D as control group that taught by conventional learning model. The instruments used in this research were logical thinking ability tests, adversity quotient scale, observation sheets, interview guides, and students' daily journal. Data analysis in this study employed t' test, t test, and Mann Whitney U test. The results of this research are (1) The improvement of logical thinking ability of students who taught by POGIL model are significantly better than students who taught by conventional learning model; (2) The improvement of logical thinking ability of high and medium students' category who taught by POGIL model are significantly better than students who taught by conventional learning model, but there aren't any significantly diferrences between the improvement of logical thinking ability of low students' category who taught by POGIL model and conventional learning model; (3) The achievement of adversity quotient of students who taught by POGIL model are significantly better than students who taught by conventional learning model; (4) The achievement of adversity quotient of high and medium students' category who taught by POGIL model are significantly better than students who taught by conventional learning model, but there aren't any significantly diferrences between the achievement of adversity quotient of low students' category who taught by POGIL model and conventional learning model.

Keyword: Process Oriented Guided Inquiry Learning (POGIL), Logical Thinking Ability in Mathematics, Adversity Quotient (AQ)