

ABSTRAK

Restu Puji Pangestika. (2017). **Pengaruh Model Pembelajaran *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) terhadap Kemampuan Berpikir Kritis dan *Adversity Quotient* Matematis Siswa SMA.**

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) terhadap kemampuan berpikir kritis dan *Adversity Quotient* matematis dan apakah terdapat hubungan antara *Adversity Quotient* dengan kemampuan berpikir kritis matematis. Penelitian ini menggunakan metode kuasi eksperimen. Desain penelitian yang digunakan adalah desain kelompok kontrol non-ekivalen. Populasi dalam penelitian ini adalah adalah siswa kelas X SMA Pasundan 3 Bandung. Adapun sampel dalam penelitian ini dipilih menggunakan teknik *sampling purposive* yaitu siswa kelas X IPS 1 sebagai kelas eksperimen yang pembelajarannya menggunakan model *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) dan siswa kelas X IPS 2 sebagai kelas kontrol yang pembelajarannya menggunakan model konvensional. Masalah yang diteliti yaitu kemampuan berpikir kritis matematis siswa dan *Adversity Quotient* matematis siswa terhadap pembelajaran matematika dengan model pembelajaran SQ4R. Berdasarkan analisis data hasil penelitian menunjukkan bahwa (1) kemampuan berpikir kritis matematis siswa yang mendapatkan pembelajaran matematika melalui model *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) lebih baik daripada siswa yang mendapatkan pembelajaran konvensional; (2) *Adversity Quotient* matematis siswa yang mendapatkan pembelajaran matematika melalui model *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) lebih baik daripada siswa yang mendapatkan pembelajaran konvensional; (3) terdapat hubungan antara *Adversity Quotient* dengan kemampuan berpikir kritis matematis siswa yang mendapatkan model pembelajaran *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) dan tidak terdapat hubungan antara *Adversity Quotient* dengan kemampuan berpikir kritis matematis siswa yang mendapatkan model pembelajaran konvensional. Dengan demikian model pembelajaran *Survey, Question, Read, Reflect, Recite, Review* (SQ4R) dapat dijadikan salah satu alternative bagi guru dalam melaksanakan pembelajaran di kelas.

Kata kunci: Berpikir Kritis Matematis, *Adversity Quotient* Matematis, Model Pembelajaran *Survey, Question, Read, Reflect, Recite, Review* (SQ4R).

ABSTRACT

Restu Puji Pangestika. (2017). *Influence of Survey, Question, Read, Reflect, Recite, Review (SQ4R) Learning Model on Critical Thinking Skill and Adversity Quotient Mathematical High School Students.*

This study aims to determine the influence of Survey, Question, Read, Reflect, Recite, Review (SQ4R) models of critical thinking skills and students' mathematical Adversity Quotient and whether there is a correlation between Adversity Quotient with the ability to think critically mathematical. This study uses a quasi-experimental method. The research design used is a non-equivalent control group design. Population in this research is student of class X SMA Pasundan 3 Bandung. The samples in this study were chosen using purposive sampling technique that is student of class X IPS 1 as experimental class whose learning using Survey, Question, Read, Reflect, Recite, Review (SQ4R) model and class X IPS 2 students as a control class with learning model Conventional. Problems studied are students' mathematical critical thinking and mathematical Adversity Quotient of students on learning mathematics with SQ4R learning model. Based on the data analysis, the result of the research shows that (1) the critical thinking ability of mathematical students who get the mathematics learning through the Survey, Question, Read, Reflect, Recite, Review (SQ4R) model is better than the students who get the conventional learning; (2) Mathematical Adversity Quotient of students who get mathematics learning through Survey, Question, Read, Reflect, Recite, Review (SQ4R) model is better than students who get conventional learning; (3) there is a correlation between Adversity Quotient with mathematical critical thinking ability of students who get the learning Survey, Question, Read, Reflect, Recite, Review (SQ4R) models and there is no correlation between Adversity Quotient with mathematical critical thinking ability of students who get the learning conventional models. Thus the Survey, Question, Read, Reflect, Recite, Review (SQ4R) model can be used as an alternative for teachers in implementing classroom learning.

Keywords: Mathematical Critical Thinking, Adversity Quotient Mathematics, Survey, Question, Read, Reflect, Recite, Review (SQ4R) Learning Model.