

ABSTRAK

Putri, Mellycha Liani. 2024. Pengaruh Model pembelajaran *Problem Based Learning* (PBL) dan *Adversity Quotient* terhadap kemampuan berpikir kritis siswa pada materi koloid. Program Magister Pendidikan Kimia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi. Pembimbing I: Dr. Dra. Zurweni, M.Si, Pembimbing II: Dr. Drs. Haryanto, M.Kes

Kata kunci: Koloid, Berpikir Kritis, *Adversity Quotient*, *Problem Based Learnig*.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learnig* (PBL) dan *Adversity Quotient* Terhadap kemampuan Berpikir Kritis Siswa Pada Materi koloid. Pendekatan yang digunakan pada penelitian ini adalah pendekatan campuran (*mix method*) dengan jenis Triangulasi Konkuren. Penelitian ini menggunakan rancangan percobaan *factorial design* 2 x 2. Teknik pengambilan sampel dilakukan dengan *purposive sampling* yaitu kelas XI MIPA 1 sebagai kelas eksperimen dan XI MIPA 2 sebagai kelas kontrol.

Instrumen penelitian yang digunakan yaitu lembar angket *Adversity Quotient*, lembar penilaian aktivitas guru, lembar penilaian kemampuan berpikir kritis siswa pada ranah afektif dan psikomotor serta tes essay kemampuan berpikir kritis siswa. Untuk melihat pengaruh model pembelajaran *Problem Based Learnig* (PBL) dan *Adversity Quotient* Terhadap kemampuan Berpikir Kritis Siswa dilakukan uji prasyarat berupa Uji Normalitas, Uji Homogenitas, dan Uji Anova Dua Jalur. Dalam angket *Adversity Quotient* siswa dikategorikan menjadi dua kategori, yaitu *Adversity Quotient* tinggi dan *Adversity Quotient* rendah. Persentase persintak kemampuan Berpikir Kritis siswa pada ranah afektif sebesar 56,25% dan persentase persintak kemampuan Berpikir Kritis siswa pada ranah psikomotor sebesar 60,0% serta kemampuan tess essay siswa pada kelas eksperimen sebesar 62,90% dan pada kelas kontrol sebesar 60,66%. Pengaruh *Adversity Quotient* terhadap kemampuan berpikir kritis siswa dapat dilihat melalui hasil uji statistik menggunakan ANOVA dengan taraf kepercayaan 95% atau taraf signifikansi 5% didapatkan nilai signifikansi $0,000 < 0,05$, sehingga terdapat pengaruh *Adversity Quotient* terhadap kemampuan berpikir kritis siswa. Model *Problem based learning* dan *Adversity Quotient* terhadap kemampuan berpikir kritis siswa terdapat nilai signifikansi $0,01 < 0,05$ artinya terdapat interaksi. Berdasarkan hasil penelitian disimpulkan bahwa pengaruh model pembelajaran *Problem Based Learnig* (PBL) dan *Adversity Quotient* Terhadap kemampuan Berpikir Kritis Siswa Pada Materi koloid berjalan dengan baik.

ABSTRACT

Putri, Mellycha Liani. 2024. The Influence Of *Problem Based Learning* (PBL) And *Adversity Quotient* Models On Students' Critical Thinking Ability On Colloid Materials. Masters Program in Chemistry Education, Faculty of Teacher Training and Education, University of Jambi. Advisor I: Dr. Dra. Zurweni, M.Si, Supervisor II: Dr. Drs. Haryanto, M.Kes.

Keywords: Colloids, Critical Thinking, Adversity Quotient, Problem Based Learning.

This research aims to determine the effect of the Problem Based Learning (PBL) and Adversity Quotient learning models on students' critical thinking abilities in colloidal materials. The approach used in this research is a mixed method with a type of Concurrent Triangulation. This research used a 2 x 2 factorial design experiment. The sampling technique was carried out using purposive sampling, namely class XI MIPA 1 as the experimental class and XI MIPA 2 as the control class.

The research instruments used were Adversity Quotient questionnaire sheets, teacher activity assessment sheets, assessment sheets for students' critical thinking abilities in the affective and psychomotor domains and essay tests for students' critical thinking abilities. To see the influence of the Problem Based Learning (PBL) and Adversity Quotient learning models on students' Critical Thinking abilities, prerequisite tests were carried out in the form of Normality Test, Homogeneity Test, and Two Way Anova Test. In the Adversity Quotient questionnaire, students are categorized into two categories, namely high Adversity Quotient and low Adversity Quotient. The percentage of students' Critical Thinking ability syntax in the affective domain was 56.25% and the percentage of students' Critical Thinking ability syntax in the psychomotor domain was 60.0% and students' essay test ability in the experimental class was 62.90% and in the control class was 60.66 %. The influence of the Adversity Quotient on students' critical thinking abilities can be seen through the results of statistical tests using ANOVA with a confidence level of 95% or a significance level of 5%, with a significance value of $0.000 < 0.05$, so there is an influence of the Adversity Quotient on students' critical thinking abilities. The Problem based learning and Adversity Quotient models for students' critical thinking abilities have a significance value of $0.01 < 0.05$, meaning there is interaction. Based on the research results, it was concluded that the influence of the Problem Based Learning (PBL) and Adversity Quotient learning models on students' critical thinking abilities in colloidal materials was going well.