

ABSTRAK

Raudhatul Jannah: Pengaruh Model *Resource Based Learning* (RBL) Terhadap Kemandirian Belajar dan Kemampuan Pemecahan Masalah Matematis ditinjau dari *Adversity Quotient*. Program Studi Pendidikan Matematika FKIP Universitas Malikussaleh, 2025.

Pembelajaran matematika sering kali menghadapi siswa pada tantangan yang kompleks, baik dalam hal pemahaman konsep maupun kemandirian dalam belajar. Di sisi lain, karakter individu seperti *Adversity Quotient* diyakini turut memengaruhi bagaimana siswa merespons kesulitan belajar. Namun, sedikit penelitian yang secara eksplisit mengaitkan model pembelajaran dengan tingkat AQ siswa. Oleh karena itu, penelitian ini dilakukan untuk melihat apakah model *Resource Based Learning* dapat memberikan pengaruh terhadap kemandirian belajar dan kemampuan pemecahan masalah matematis siswa, ditinjau dari kategori AQ yang dimiliki. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen. Subjek penelitian adalah siswa kelas X di SMA Negeri 1 Lhokseumawe yang terbagi menjadi kelas eksperimen dan kontrol. Instrumen yang digunakan meliputi angket kemandirian belajar, soal pemecahan masalah matematis, dan angket AQ. Analisis data dilakukan dengan uji normalitas residual, uji homogenitas, uji ANOVA dua arah, dan uji *Kruskal Wallis*. Hasil penelitian menunjukkan bahwa model RBL dan AQ tidak memberikan pengaruh secara mandiri terhadap kemandirian belajar siswa, namun ditemukan interaksi yang signifikan di antara keduanya ($p = 0,031$), yang menunjukkan bahwa efektivitas RBL dipengaruhi oleh tingkat AQ siswa. Pada aspek kemampuan pemecahan masalah matematis, hasil uji *Kruskal Wallis* menunjukkan nilai signifikansi 0,001, yang berarti terdapat pengaruh signifikan antara kombinasi model pembelajaran dan kategori AQ terhadap hasil belajar siswa. Dengan demikian, model RBL dapat menjadi pendekatan yang efektif untuk diterapkan, terutama jika disesuaikan dengan karakteristik AQ siswa.

Kata kunci: *Resource Based Learning*, Kemandirian Belajar, Kemampuan Pemecahan Masalah Matematis, *Adversity Quotient*.

ABSTRACT

Raudhatul Jannah: *The Influence of Resource Based Learning (RBL) Model on Learning Independence and Mathematical Problem-Solving Ability Viewed from Adversity Quotient. University Malikussaleh FKIP Mathematics Education Study Program, 2025.*

Mathematics learning often challenges students not only in conceptual understanding but also in learning independently. On the other hand, individual characteristics such as Adversity Quotient are believed to influence how students respond to academic difficulties. However, few studies explicitly examine the relationship between instructional models and students' AQ levels. This research was conducted to investigate whether the Resource Based Learning model has an effect on students' learning independence and mathematical problem-solving ability, in terms of their AQ categories. This study employed a quantitative approach with a quasi-experimental design. The subjects were tenth-grade students from SMA Negeri 1 Lhokseumawe, divided into experimental and control classes. The instruments used included a learning independence questionnaire, mathematical problem-solving test, and AQ questionnaire. Data analysis involved tests for residual normality and homogeneity, followed by two-way ANOVA and Kruskal-Wallis tests. The results revealed that the RBL model and AQ did not independently affect students' learning independence, but there was a significant interaction between the two ($p = 0.031$), indicating that the effectiveness of RBL varies based on students' AQ levels. Regarding mathematical problem-solving ability, the Kruskal-Wallis test showed a significance value of 0.001, which indicates a significant effect of the interaction between learning model and AQ category on students' performance. Thus, the Resource Based Learning model can be considered an effective instructional approach, particularly when its implementation is aligned with students' Adversity Quotient characteristics.

Keywords: Resource Based Learning, Learning Independence, Mathematical Problem-Solving Ability, Adversity Quotient