

ABSTRACT

Rizqi Amalia Yenuarrozi, NIM. 3214103124 “ *students’ thinking process in solving mathematic problem viewed from Adversity Quotient of seventh grade at MTsN Kampak Trenggalek*”. Faculty of tarbiyah and teacher training, mathematic education program. IAIN Tulungagung.

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This research is covered by the phenomenon of learning mathematic that emphasize more in solving problem. In solving problem of mathematic, there is thinking process in students’ mind so that they can find the answer of mathematic problem. To find that answer, the students will get many matters as an obstacle in solving their problem. So, each student has different skill to face the difficulty. From this case, *Adversity Quotient* (AQ) is considered having role in students’ thinking process towards learning mathematic.

Statement of research problems of this research were: (1) how is the thinking process of climber type in solving mathematic problem of seventh grade at MTsN kampak trenggalek? (2) how is the thinking process of camper type in solving mathematic problem of seventh grade at MTsN kampak trenggalek? (3) How is the thinking process of quitter type in solving mathematic problem of seventh grade at MTsN kampak trenggalek? The objective of research problems were: (1) to know the thinking process of climber type in solving mathematic problem of seventh grade at MTsN kampak trenggalek. (2) to know the thinking process of camper type in solving mathematic problem of seventh grade at MTsN kampak trenggalek (3) to know the thinking process of quitter type in solving mathematic problem of seventh grade at MTsN kampak trenggalek. In this research, thinking process used tree phases according to Piaget’s learning theory; assimilation, accommodation, and equilibration. Solving mathematic problem used Polya’s Strategis, those are understanding problem, arranging solving problem, solving problem appropriate with planning, checking over the result acquired.

This research used descriptive qualitative. Subject of this research was taken by using purposive sampling. The subject of this research was tree students of seventh grade at MTsN kampak that consisted one student with climber type, one student with camber type and one student with quitter type. The data collection method used ARP (*Adversity Response Profile*) and interview based on the question in compilation material. Technique of data analysis in this research was using Milles and Haburman concept; data reduction, data display, drawing and conclusion. Trustworthiness of the data used in this research was diligence

observation, source triangulation and methodological triangulation and colleague investigation.

This research found that (1) student with climber type did thinking process a) assimilation in understanding the problem, students directly identified the matter which known and asked towards problem b) assimilation and accommodation in arranging solving problem, assimilation process happened when student can determine what method that will be used to solve the problem. Meanwhile, accommodation process happened when student constructed the scheme of their mind with information that was in the problem to be able to shape mathematic model. c) Assimilation and accommodation in solving problem appropriate with planning, assimilation process happened when student can solve the available problem appropriate with planning made in step before. Meanwhile, accommodation process happened when student constructed cognitive structure that belonged to the new information to solve problem. d) assimilation in checking over the result acquired was student could directly determine the way to check over the result acquired by closing the picture partly and only open the picture showing the component of compilation that checked and summed all of the component of whole compilation (2) student with camper type did thinking process at step a) assimilation in understanding problem, student directly identified the matter which known and asked towards problem b) assimilation in arranging solving problem, the assimilation process happened when student could determine what step and method that will be used to solve problem c) assimilation in solving problem appropriate with planning, the student could directly solve the available problem appropriate with the planning made in step before d) no assimilation and accommodation in checking over the result acquired, student had given up in step before so that student did not determine the way to check over the result acquired with the matter known in problem. (3) student with quitter type did thinking process at step a) assimilation in understanding problem, student directly identified the matter which known and asked towards problem b) assimilation in arranging the solving problem, assimilation process happened when student could directly determine what method that will be used to solve problem c) imperfection of assimilation process in solving problem appropriate with planning because student could solve problem appropriate with planning, but student could not explain the result acquired d) no assimilation and accommodation in checking over the result acquired because student had given up in the last step of solving problem.