

## **ABSTRACT**

*Anna Dameria (01669180093)*

### **THE EFFECT OF ADVERSITY QUOTIENT AND LEARNING INTEREST ON SCIENCE ACADEMIC ACHIEVEMENT OF GRADE VI INTERNATIONAL PROGRAM IN GANDHI SCHOOL ANCOL**

*(xiv + 84 pages, 6 pictures, 16 tables, 13 attachments)*

*Students' academic achievement is significant to measure the success of the teaching and learning process. Academic achievement is affected by many factors, including adversity quotient and learning interest. This study aims to determine the effect of adversity quotient and learning interest on Science academic achievement. The research subjects were 71 class VI International Program (IP) students at Gandhi School Ancol. The research design used is path analysis with a quantitative approach. The research results obtained show that adversity quotient affects Science academic achievement positively, and learning interest affects Science academic achievement positively.*

*Keywords: academic achievement, adversity quotient, learning interest*

*Reference: 40 (2000 – 2021)*

## **ABSTRAK**

Anna Dameria (01669180093)

### **PENGARUH DAYA JUANG DAN MINAT BELAJAR TERHADAP PRESTASI BELAJAR SAINS SISWA KELAS VI INTERNATIONAL PROGRAM DI GANDHI SCHOOL ANCOL**

(xiv + 84 halaman, 6 gambar, 16 tabel, 13 lampiran)

Prestasi belajar siswa sangat penting sebagai tolak ukur keberhasilan proses belajar mengajar. Prestasi belajar dipengaruhi oleh banyak faktor, di antaranya daya juang dan minat belajar. Penelitian ini bertujuan untuk mengetahui pengaruh daya juang dan minat belajar terhadap prestasi belajar Sains. Adapun subjek penelitian adalah 71 siswa kelas VI *International Program* (IP) di Gandhi School Ancol. Desain penelitian yang digunakan adalah analisis jalur dengan pendekatan kuantitatif. Hasil penelitian yang diperoleh menunjukkan bahwa daya juang mempengaruhi prestasi belajar sains secara positif, dan minat belajar mempengaruhi prestasi belajar sains secara positif.

Kata kunci: prestasi belajar, daya juang, minat belajar

Referensi: 40 (2000 – 2021)

