

ABSTRAK

Hasil belajar IPA seharusnya dapat meningkatkan kemampuan berpikir siswa dalam menyelesaikan masalah, memiliki nilai karakter atau sikap yang baik dan terampil dalam melaksanakan suatu prosedur. Tujuan penelitian ini adalah (1) mengetahui perbedaan hasil belajar biologi antara siswa yang belajar menggunakan model PBL terintegrasi nilai Islam dengan pendekatan pembelajaran secara kelompok dan individual (2) mengetahui perbedaan hasil belajar biologi siswa berdasarkan gaya belajar *field independence* dan *field dependence* (3) mengetahui perbedaan hasil belajar biologi siswa pada model PBL terintegrasi nilai Islam dengan pembelajaran individu dan kelompok ditinjau dari gaya belajar *field independence* dan *field dependence*. Metode penelitian menggunakan *quasi experiment posttest only control group design*. uji penelitian menggunakan anova dua arah. Berdasarkan hasil analisis data, (1) tidak ada perbedaan hasil belajar biologi antara siswa yang belajar menggunakan model PBL terintegrasi nilai Islam dengan pendekatan pembelajaran secara kelompok dan individual dengan signifikansi ($0,787 > 0,05$) (2) tidak ada perbedaan hasil belajar biologi siswa berdasarkan gaya belajar *field independence* dan *field dependence* dengan signifikansi ($0,306 > 0,05$) (3) tidak ada pengaruh interaksi Antara implementasi model PBL dan gaya belajar terhadap hasil belajar biologi dengan signifikansi ($0,306 > 0,05$).

Kata Kunci : *problem based learning*, gaya belajar, nilai islam.

Abstract

Science learning outcomes should be able to improve students' thinking skills in solving problems, having good character values or attitudes and being skilled in carrying out a procedure. The objectives of this study are (1) to find out the differences in biology learning outcomes between students who study using the integrated PBL model of Islamic values with group and individual learning approaches (2) to find out the differences in student biology learning outcomes based on field independence and field dependence learning styles (3) to find out Differences in student biology learning outcomes in the integrated PBL model of Islamic values with individual and group learning in terms of field independence and field dependence learning styles. The research method uses a quasi-experimental posttest only control group design. research test using two-way ANOVA. Based on the results of data analysis, (1) there is no difference in biology learning outcomes between students who learn to use the integrated PBL model of Islamic values with a group and individual learning approach with a significance ($0.787 > 0.05$) (2) there is no difference in student biology learning outcomes based on the learning style of field independence and field dependence with a significance ($0.306 > 0.05$) (3) there is no interaction effect between the implementation of the PBL model and learning styles on biology learning outcomes with a significance ($0.306 > 0.05$).

Keywords : *problem based learning*, *learning style*, *islamic values*.