

## **ABSTRACT**

### **THE DIFFERENCES OF LEARNING OUTCOME BY USING GUIDED INQUIRY LEARNING MODEL AND BASED ON PROBLEM VIEWED FROM STUDENT LEARNING STYLE**

**By**

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This research examines the differences in learning outcome between students that learned by the guided inquiry learning model based on problem with attention to students' learning style in physics material of even semester. The method of research use experiment with a comparative approach. This research was conducted in SMP Muhammadiyah Tulang Bawang Tengah. The research population comprised all students of class VII from three classes, then research sample taken two classes of as many as 54 students, class VII A is as the experimental class 1 and class VII C is as the experimental class 2. Sampling technique in this research is a cluster random sampling. Data was gained by using questionnaires and tests. Data was analyzed with ANOVA and t-test. The conclusion of this research are: (1) there is an interaction between learning models and learning styles by improving physics student learning outcomes with sig  $0,000 < 0,05$ . (2) there is a difference in an average of increasing physics learning outcomes, its learning with learning model based on problem (84,76) is higher than the guided inquiry learning (77,52). (3) there is difference in an average of increasing physics learning outcomes, students who have a visual learning style, guided inquiry learning model (73,36) < based on problem (90,18). (4) there is difference in an average of increasing physics learning outcomes, students who have a auditory learning style using guided inquiry learning model (84,27) > based on problem (77,73). (5) there is difference in an average of increasing physics learning outcomes, students who have a kinesthetic learning style using guided inquiry learning model (72,15) < based on problem (89,12).

**Key words:** Learning outcome, guided inquiry model, model of based on problem, learning style