

ABSTRACT

The purpose of this study to find out the test results: (1) differences in analytical skills of students who studied with problem solving methods and lectures methods, (2) differences in cognitive style field independent and field dependent on the analytical skills of students, (3) the interaction between problem solving method and cognitive style on analytical skills. This research was conducted by applying 2x2 factorial design. The object of this research is class XI SMA Negeri 2 Singaraja. The study hypothesis was tested with a statistical test Analysis of Variance (ANOVA). The results showed that (1) there is a difference of analytical skills students learn problem solving method and lecture method ($F = 38.130$; a significance level of 0.000 ; $p < 0.05$), (2) there are differences in cognitive style field independent and field dependent on analysis skills ($F = 11,400$; a significance level of 0.001 ; $p < 0.05$), (3) there is an interaction effect between the problem solving method and cognitive style on analytical skills ($F = 10.310$; a significance level of 0.002 ; $p < 0.05$).

Keyword: Problem Solving Method, Learning Style, Analytical Skills

ABSTRAK

Tujuan penelitian ini untuk mengetahui hasil pengujian: (1) perbedaan kemampuan analisis siswa yang belajar dengan metode *problem solving* dan metode ceramah, (2) perbedaan gaya kognitif *field independent* dan *field dependent* terhadap kemampuan analisis siswa, (3) interaksi antara metode pembelajaran *problem solving* dan gaya kognitif terhadap kemampuan analisis. Penelitian ini dilaksanakan dengan menerapkan desain faktorial 2x2. Objek penelitian pada penelitian ini yaitu kels XI di SMA Negeri 2 Singaraja. Hipotesis penelitian diuji dengan uji statistika *Analysis of Variance* (Anova). Hasil penelitian menunjukkan bahwa (1) ada perbedaan kemampuan analisis siswa yang belajar dengan metode *problem solving* dan metode ceramah ($F=38,130$; tingkat signifikansi $0,000$; $p<0,05$), (2) ada perbedaan gaya kognitif *field independent* dan *field dependent* terhadap kemampuan analisis ($F=11,400$; tingkat signifikansi $0,001$; $p<0,05$), (3) ada pengaruh interaksi antara metode pembelajaran *problem solving* dan gaya kognitif terhadap kemampuan analisis ($F=10,310$; tingkat signifikansi $0,002$; $p<0,05$).

Kata Kunci: Metode Problem Solving, Gaya Kognitif, Kemampuan Analisis