

ABSTRACT

Andini Zahra, NIM 4221131003 (2026). The Effect of Chemical Learning Integrated with Spiritual Values on Learning Outcomes Reviewed from the Spiritual Quotient (SQ) Level.

According to the 2022 PISA results, Indonesian students' science performance remains low with a score of 383, indicating the need to improve learning outcomes in science, particularly in chemistry topics that are often abstract such as acid–base concepts. This study aims to analyze the effect of chemistry learning integrated with spiritual values on students' learning outcomes based on their *Spiritual Quotient (SQ)* levels. The study employed a quasi-experimental method with a 2×2 factorial design involving eleventh-grade students in an experimental class and a control class. Both classes applied the *Problem Based Learning (PBL)* model; however, the experimental class received chemistry learning integrated with spiritual values, while the control class learned without such integration. Data were collected through *pre-test and post-test* instruments and an *SQ* questionnaire, and analyzed using *Two-Way ANOVA*. The results show that the integration of spiritual values in chemistry learning significantly improves students' learning outcomes ($p < 0.05$). *SQ* level also has a significant effect on students' learning outcomes ($p < 0.05$). However, no significant interaction was found between learning integration and *SQ* level ($p > 0.05$). These findings indicate that integrating spiritual values in chemistry learning can improve students' academic achievement.

Keywords:

Problem Based Learning (PBL), integration of spiritual values, students' learning outcomes, Spiritual Quotient (SQ), chemistry learning

ABSTRAK

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Berdasarkan hasil PISA 2022, kemampuan sains siswa Indonesia masih tergolong rendah dengan skor 383. Hal ini menunjukkan perlunya upaya untuk meningkatkan hasil belajar sains, khususnya pada pembelajaran kimia yang memiliki konsep abstrak seperti asam basa. Penelitian ini bertujuan untuk menganalisis pengaruh pembelajaran kimia yang terintegrasi nilai spiritual terhadap hasil belajar siswa ditinjau dari tingkat *Spiritual Quotient (SQ)*. Penelitian ini menggunakan metode kuasi eksperimen dengan desain faktorial 2×2 yang melibatkan siswa kelas XI pada kelas eksperimen dan kelas kontrol. Kedua kelas menggunakan model *Problem Based Learning (PBL)*, namun kelas eksperimen mendapatkan pembelajaran kimia yang terintegrasi nilai spiritual, sedangkan kelas kontrol tidak. Data dikumpulkan melalui tes *pretest-posttest* dan angket *SQ*, kemudian dianalisis menggunakan *Two-Way ANOVA*. Hasil penelitian menunjukkan bahwa integrasi nilai spiritual dalam pembelajaran kimia berpengaruh signifikan terhadap hasil belajar siswa ($p < 0,05$). Tingkat *SQ* juga berpengaruh signifikan terhadap hasil belajar siswa ($p < 0,05$). Namun, tidak terdapat interaksi yang signifikan antara integrasi nilai spiritual dan tingkat *SQ* terhadap hasil belajar siswa ($p > 0,05$). Temuan ini menunjukkan bahwa integrasi nilai spiritual dalam pembelajaran kimia dapat meningkatkan hasil belajar siswa.

Kata Kunci:

Problem Based Learning (PBL), integrasi nilai spiritual, hasil belajar siswa, Spiritual Quotient (SQ), pembelajaran kimia