**Impact of Student Learning Independence and Cognitive Styles on Learning Outcomes Atomic Physics Courses PEFI4421**

**Prayekti**

**FKIP-UT**

In this research, the researcher want to know the contribution of learning independence and student cognitive style to the result of study of physics of Atomic PEFI4421 at semester 2017.1, by using Multiple Linear Regression Analysis. Regression analysis is an analysis that measures the influence of independent variables on dependent variables. This measurement of influence involves one independent variable (X) and the dependent variable (Y), which is called simple linear regression analysis with the formula Y = a + bX. To measure the contribution of two independent variables to bound veriabel. The samples are students who have passed the course of Atomic Physics at the time of registration 2016.1; 2016.2 and 2017.1 assuming the students are still homogeneous because the year of graduation has not been too long studied Atomic Physics. Results obtained (1) not all Physics Education students have Atomic Physics teaching materials; (2) The dominant cognitive style and readiness of dominant learning have the maximum value of Atomic Physics learning result; And (3) The student's graduation year does not affect the cognitive style and readiness of the students because the graduation year is not too far away.

**Keywords:** **Cognitive Styles, Learning Independence, Learning Outcomes**