

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The conclusions to be drawn from this study are:

1. Learning by applying problem based learning (PBL) model on topic cube and rectangular prism can improve conceptual understanding of mathematics.
2. The implementation of mathematics learning process in cycle I that researcher do is good enough in organizing and managing learning and teaching activities. Researcher should give more motivation and apperception to students interested in learning and in guiding the study groups when they perform the task. This shows that researcher has not optimized herself as a facilitator for learning by observing the average rating obtained is 2.735. Whereas in cycle II, it appears that the implementation of mathematics learning process is very good, it can be seen in observing average rating is 3.365. There is improvement from cycle I to cycle II. Researcher can motivate students interested in learning and in guiding the study group at the time they perform a task. This shows that researchers already optimize herself as facilitator for learning.
3. Problem Based Learning (PBL) model can improve the conceptual understanding of student on topic cube and rectangular prism because it minimizes the student's mistake in answering the question. It can be seen from first cycle there are four mistakes, after treatment in the cycle II the mistakes. The four mistakes in cycle I is: there student did not understand what they have in question; there student did not understand how to answer the question; there student did not understand the concept of cube; there student did not understand the concept of rectangular prism. After do the treatment, the mistakes reduce in to two, those are: there student did not understand what is asked in question and there student did not understand what is known completely in question.

5.2. Suggestion

As for suggestion that can be drawn from these findings, namely:

1. Students are advised to be brave in delivering the opinion or ideas, can exploit the full potential of the learning mathematics.
2. Mathematics teacher suggested involving students in the teaching-learning process and use problem based learning model as an alternative learning model.
3. Recommended to the headmaster of school and teachers can coordinate to implement problem based learning model as an alternative learning can enhance students' understanding of mathematical concepts.
4. To other researchers suggested that these findings serve as a reference to implement problem based learning model to other materials for further study.