

CHAPTER V

CONCLUSION

5.1. Conclusion

From the research that has been done, it can be concluded that the STEM-based Project Based Learning model has an skills on environmental pollution topic in class VII SMP Negeri 37 Medan because it meets the skills criteria seen from:

- 1) The effect of STEM-PjBL on students creative thinking skills compared to the students conventional learning model in environmental pollution topic of SMP Negeri 37 Medan. The result of independent sample t-Test 0.03 that the STEM-PjBL learning method has an effect in science learning on students creative thinking skills in environmental pollution topic on the treatment effect size that has been done, the results of the treatment effect size obtained a treatment effect size of 0.98 with a high category.
- 2) The students result of the students creative thinking skills using STEM-PjBL Model of environmental pollution higher compared to students creative thinking skills using conventional learning model is The difference of students learning outcomes on creative thinking skills was 29,84 on the posttest result of the experimental class and the control class. Each indicator showed that the effect of STEM-PjBL model on students creative thinking skills higher compared to conventional learning model on students creative thinking skills from tests result is 11,42%.

5.2 Suggestion

Based on the results and conclusions above, the suggestions that can be given by researchers are as follows:

1. The STEM-PjBL model needs to prepare more for the science material, from good preparation, understand material, and time management learning for improving students effectiveness in its application.
2. The STEM-PjBL model needs to be analysed more for learning based on the different science topics are used in teaching to improve the quality of learning activity and learning outcomes.