

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the results and discussion of the research on the development of the introduction to fish taxonomy pocket e-book stated previously, it can be concluded:

1. The introduction to fish taxonomy pocket e-book product was developed in 4 stages based on the Thiagarajan (4D) model. In preparing book products, the first step in this research is to analyze student needs, collect literature data, then choose the product format design that will be developed and designed into the FlipHTML5 application as electronic media. The pocket e-book that has been developed is validated by experts to determine the suitability of the pocket book and after being declared suitable, the book product is distributed to determine the effectiveness of the book being developed.
2. Based on the assessment of material/fish taxonomy experts, the introduction to fish taxonomy pocket e-book developed falls into the "very feasible" criteria with a percentage 93.75%.
3. From the assessment of design experts, the introduction to fish taxonomy pocket e-book developed falls into the "very feasible" criteria with a percentage 97.82%.
4. Derived on the assessment of linguists, the introduction to fish taxonomy pocket e-book developed falls into the "very feasible" criteria with a percentage 92.85%.
5. Gleaned from responses from lecturers who teach vertebrate animal taxonomy courses, the introduction to fish taxonomy pocket e-book developed falls into the "very feasible" criteria with a percentage 89.28%.
6. According to responses from students taking the vertebrate animal taxonomy course, the introduction to fish taxonomy pocket e-book that was developed falls into the "very feasible" criteria with percentages from three groups, namely the individual group: 94.16%, small group: 95.35% and the limited group: 94.58%.

7. The developed introduction to fish taxonomy pocket e-book product has proven to be effective in improving students' cognitive and psychomotor learning outcomes in vertebrate taxonomy courses, especially on the Pisces topic, based on the average n-gain score obtained in cognitive learning outcomes, namely 0.72 and classified into the "High" criteria as proven by the results of the t test where $t = 4.887$ ($p = 0.00$; $df = 24$) and the psychomotor learning results after being compared between the two classes proved that the treated class got a score of 86.08 which was categorized as "Very good ", and supported by the value $t = 9.133$ ($p = 0.00$; $df = 24$) which resulted in a significant difference between the two classes with the highest score obtained in the class that received the introduction of the introduction to fish taxonomy pocket e-book product.

5.2. Suggestion

After developing a pocket e-book entitled Introduction to Fish Taxonomy which was tested in classes taking the UNIMED Vertebrate Animal Taxonomy course, several things that researchers can suggest and recommend for further research are as follows:

1. Make similar research by developing a pocket e-book on material other than Pisces.
2. Make similar developments that are dominated by field research activities in collecting data so that researchers can explain their experiences based on real things in the field, not just from literature studies and more discussing about identification key of the species.
3. In subsequent similar research, reporting on student experimental activities is not only carried out through experiment in accordance with the experimental guide, but can also be innovated with other additional activities, for example presentation of experiment results in video form and others.