CHAPTER V
CLOSING

5.1. Conclusion

This study aims to determine the effect of time management, learning discipline, and learning facilities on student math learning outcomes partially or simultaneously. Based on the discussion that has been carried out in the previous chapter, the following conclusions are obtained:

1. For students' time management, it is obtained that $t_{count} > t_{table}$ or $3.091 > 2.000995$, so H_1 is accepted, which means that there is influence of time management on students' mathematics learning outcomes.

2. For students' learning discipline, it is obtained that $t_{count} > t_{table}$ or $3.993 > 2.000995$, so H_2 is accepted, which means that there is influence of learning discipline on students' mathematics learning outcomes.

3. For students' learning facilities, it is obtained that $t_{count} > t_{table}$ or $2.494 > 2.000995$, so H_3 is accepted, which means that there is influence of learning facilities on students' mathematics learning outcomes.

4. For time management, study discipline, and learning facilities, it is obtained that $F_{count} > F_{table}$ or $20.201 > 2.760$, so H_4 is accepted, which means that there is influence of time management, learning discipline, and learning facilities on students' mathematics learning outcomes.

5.2. Suggestion

There are several suggestions from researchers for the development of further research, especially related to student math learning outcomes so that it is hoped that further research will be able to provide even better research results by considering:

1. This study only discusses the effect of time management, learning discipline, and learning facilities on student mathematics learning outcomes with a coefficient of determination of 50.7%. This means that 49.3% is influenced by other variables outside the variables of this

study. The author suggests that future researchers add other variables that can affect students' math learning outcomes, such as learning models, learning motivation, and so on to be studied.

2. This study only took data in grades X and XI at SMA Swasta Dharma Pancasila Medan so that it cannot represent the school. Therefore, researchers suggest that further research can examine various research objects that can represent at least one school.