

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1.1 Conclusions

Based on the results of data analysis conducted in this study, it could have concluded that:

- 1) Development of Contextual-Based Chemical Teaching Materials on the Subject of Buffer Solutions in High School, carried out using the Research and Development method (R&D) method and the ADDIE development model which began with the stages of requirement analysis, analyzing the characteristics of students, analyzing learning objectives, then collecting data and making designs then developing teaching materials. After the teaching materials validated and revised, the teaching materials are implemented and the final stage is evaluation, by looking at student responses to the teaching materials developed.
- 2) Development of Contextual-Based Chemistry Teaching Materials on the Subject of Buffer Solutions in High School, had validated by lecturers and chemistry teachers based on BSNP eligibility obtained an average value of 3.64 with valid criteria and feasible to used.
- 3) The learning outcomes of students who was teaching used Contextual Based Chemistry Teaching Materials on the Subject of Buffer Solutions in High School , met the Minimum Completeness Criteria (KKM).

1.2 Suggestions

Based on the discussion and conclusions of the research results above, the authors provide the following suggestions:

- 1) Contextual Based Chemistry Teaching Materials on the Subject of Buffer Solutions in High School, can be used in learning to improve student learning outcomes.
- 2) To further researchers who want to develop teaching materials in order to analyze more books on other chemistry materials so that they can be used a

comparative studies in order to improve the quality of education, especially chemistry subjects.

- 3) Future researchers should conduct more research subject to better influence the difference in learning outcomes.