

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the results of research and discussion, it can be concluded as follows:

- 1) The implementation of the ethnoscience integrated phenomenon-based learning significantly affects students' scientific literacy and argumentation on temperature, heat and expansion material in grade VII SMP Negeri 18 Medan academic year of 2023/2024.
- 2) There is an increase in scientific literacy and scientific argumentation after implementing the ethnoscience integrated phenomenon-based learning in experimental classes where the value of scientific literacy is in the high category and scientific argumentation is in the medium category.
- 3) There is a positive correlation between students' scientific literacy and scientific argumentation on temperature, heat and expansion material with moderate categories.

#### **5.2 Suggestion**

Based on the results and conclusions that have been explained previously, the researcher provides suggestions:

- 1) For natural science subject teachers to be able to choose the learning model that best suits the natural science material to be taught, so that students become more active and the learning atmosphere becomes conducive and fun and can be applied in their daily lives.
- 2) For students, it is expected to be able to apply the knowledge gained at school in everyday life so that students can gain more meaningful knowledge.
- 3) For other researchers, it is expected to apply the ethnoscience integrated phenomenon-based learning to suit the demands of Kurikulum Merdeka.