

CHAPTER V

CLOSING

5.1 Conclusion

Based on the data obtained research results and data analysis that have been done, it can be concluded as follows :

1. Learning by using metacognitive strategies in problem-based learning model affects physics problem solving ability. This can be seen from the comparison of $t_{count} > t_{table}$ ($5.367 > 1.666$). This shows that there is a significant difference between the control and experimental classes. experimental class has better physics problem solving skills than the control class. This can be seen from the acquisition of the N Gain of the experimental class of 0.78 including the high category, and the N Gain of the control class of 0.58 including the medium category.
2. The use of metacognitive strategies in the Problem-based learning model can increase students' learning activities that are more meaningful. This can be seen based on the overall average percentage of the results of the analysis of physics learning activities on elasticity and hooke's law material has increased in the two meeting cycles.

5.2 Suggestion

Based on this research, the suggestions are as follows:

1. Teachers need to apply learning with metacognitive strategies to other materials and combined with other learning models. as well as habituate students to use metacognitive strategies in learning.
2. It is necessary to optimize the role of teachers in the use of student learning journals in metacognitive learning strategies so that the effectiveness of their use in learning is known.

3. Future researchers need to reveal metacognitive strategies on students' metacognition, and consider the time allocation so that learning is more effective and efficient.



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