

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

In line with the results of research and discussion, the following conclusions are obtained:

1. The feasibility of biodiversity monopoly media according to assessment experts obtained an average value of 93.3%, media experts 91.54%, and content experts 85.38%, with an overall average of 90.74%, which shows that monopoly media is very suitable for use in learning.
2. Teachers' responses to the media showed that the average value of 90.62%, while the presentation suitability was 87.5%. Students' responses showed an overall score of 91.13%, with the aspect of attractiveness of use obtaining a score of 93.12%, indicating high enthusiasm.
3. The influence of monopoly media on student learning outcomes is illustrated in the monopoly media trial on class VII-7 students of SMP Negeri 27 Medan showing a significant increase, with an average posttest score of 78.43, higher than the pretest of 34.1. The t-test showed a significant difference (sig. 0.00), and the N-gain test produced a value of 0.66, indicating the effectiveness of the media in improving student understanding in the moderate category.

#### 5.2 Suggestion

Commensurate with the conclusions that have been presented, as a follow-up to this research, several things are suggested, namely:

1. The developed biodiversity monopoly learning media can be serves as a valuable resource for independent learning.
2. Further development is recommended, such as incorporating supporting materials like video tutorials and integrating more learning technology tools with the monopoly media to enhance student engagement.
3. The biodiversity monopoly learning media that has been developed can be used as initial information in introducing the concept of biodiversity not only for students, but also for the general public, and can foster awareness and concern for nature conservation.