CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. Based on the research data analysis result, the perception of student year XI about Physics textbook used in SMA S Al-Ulum Terpadu, SMA S Al-As-Syafi'iyah Internasional, SMA S Al-Azhar, and SMA S Plus Muhammadiyah are varied in level of perception. SMA S Al-Ulum Terpadu has a GOOD level of perception with 74.8 %, SMA S As-Syafi'iyah internasional with 63.3 % and is GOOD categorized, SMA S AlAzhar Medan is 60.8 % (GOOD), and the last is SMA S Plus Muhammadiyah with 75.9% and is HIGH perception categorized.

2. The Physics achievement of student Year XI IA in the end of odd semester is in LOW categorized for the four schools. Where, the achievement of student year XI IA in SMA S Al-Ulum Terpadu mean score is 49.8 ± 9.8, SMA S As-Syafi'iyah Internasional has the mean score of 57.7 ± 12.1, SMA S Al-Azhar with the mean score of 39.8 ± 15.7, and SMA S Plus Muhammadiyah with mean score of 40.6 ± 8.9.

3. There are positive relationships between student perception of Physics textbook and student Physics achievement at the end of odd semester of student year XI IA in the four schools. It can be seen from the level of correlation and the t-test result. There is WEAK positive relationship with r-value is 0.369 and t_{count} value 2.102 while the t_{table} for dk=28 is 1.701 in SMA S Al-Ulum Terpadu Medan. The relationship between student perception to the Physics textbook used and the student Physics achievement in SMA S As-Syafi'iyah Internasional is a MODERATE positive relationship categorized with r-value of 0.495 and $t_{count} = 3.168$ with significance is 0.003. With the degree of freedom= 33-2=31. In SMA S Al-Azhar, there is also MODERATE positive relationship between perception to the Physics textbook used and the student Physics achievement with the r-value of

0.465 and t_{count} = 2.407 with significance is 0.025. With the degree of freedom= 23-2=21, the t_{table} value is 2.080. And for SMA S Plus Muhammadiyah Medan, there is also MODERATE positive relationship between perception to the Physics textbook used and the student Physics achievement. With r-value of 0.519 and t_{count} = 2.846 with significance is 0.009. With the degree of freedom= 24-2=22, the t_{table} value is 2.074 for significance of 0.05.

5.2 Suggestions

1. For schools as a unit of education, its should have a periodical evaluation to the Physics textbook used through the both teacher and student considerations. Because, the existence of textbook has effect to the student learning process and learning achievement especially in Physics.

2. Physics teachers should used more than one book to development through learning materials, because it is able to increase the student's achievement, enhance students' ability to think, be active will make learning is a meaningful and makes student's remembrance more long.

3. The results of this study certainly is not perfect, so expect similar study could be developed, among others, by conducting similar studies on other populations or other variables.

4. The researcher must be develop instruments again for any sides to get more accurate result for the description of Physics textbook used and its contribution to student learning process and achievement.