

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 CONCLUSION

Based on the result of the research, the conclusion is :

1. The teacher perception about the salt hydrolysis topic on the textbooks that is used is good, the book with code T1 got the percentage for about 40%, the textbook code T2 reached 60% and for textbook code T3 reached 75%.
2. The interactive learning module got by arrange the module based on the BNSP standard, with the description criteria like the content, extension, depth, design, and language. Beside that, the interactive learning module also got by arrange the module based on the assessment of some validators.
3. Student achievement that taught by Interactive Learning Module With Problem Based Learning (PBL) Model is higher then the student achievement that taught by using Chemistry Book and Direct Instruction Method in the subject of Salt Hydrolysis.
4. Student Character that taught by Interactive Learning Module With Problem Based Learning (PBL) Model is better (higher) then the student character that taught by using Chemistry Book and Direct Instruction Method in the subject of Salt Hydrolysis.
5. There is a low linear relation and significance between student's character and student's achievement that taught by interactive learning module with problem based learning.

## 5.2 SUGGESTION

Based on the result of the research, the conclusion is :

1. For teacher, the using of Interactive Learning Module with Problem Based Learning (PBL) Model can be applied in the teaching process because believed can increasing the student cognitive and also the student affective especially in chemistry subject with the topic is Salt Hydrolysis.
2. For researcher, that will be doing the research can use this research as the references in order to increase both of student cognitive and student affective.