

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research result, data analysis, and discussion can be concluded that:

1. The average value of student's learning outcomes in cognitive domain using Creative Problem Solving (CPS) Learning Model is increase as big as from 30,63 become 80,7. Minimum competency standard in SMA Negeri 3 Medan for Physics Subject is 75 and the student in experimental class are reach the minimum competency standard. The student's psychomotor domain as long as using Creative Problem Solving (CPS) Learning Model is increased, from the first meeting up to the third meeting. The category of student's psychomotor domain is good. The student's affective as long as using Creative Problem Solving (CPS) Learning Model is also increased, from the first meeting up to the third meeting. The category student's affective is good. So, we can conclude that the student's learning outcomes in experiment class after taught by using Creative Problem Solving (CPS) Learning Model was increase.
2. The average value of student's learning outcomes in cognitive domain using Conventional Learning increase as big as from 24,8 become 73,17. Minimum competency standard in SMA Negeri 3 Medan for Physics Subject is 75 and the student's psychomotor domain as long as using Conventional Learning increased, from the first meeting up to the third meeting. The category of student's psychomotor domain is poor. The student's affective as long as using Conventional Learning is also increased, from the first meeting up to the third meeting. The category of student's affective is good. So, we can conclude that the student's learning outcomes in control class after taught by using Conventional Learning was increase.

3. Based on result of data analysis, the processing of hypothesis test using t-test get that $t_{\text{count}} > t_{\text{table}} = (3,644 > 1,669)$ so it can be stated that the student's learning outcomes in Static Fluid Topic by using Creative Problem Solving (CPS) Learning Model is greater than (better than) the Conventional Learning in class X SMA Negeri 3 Medan. So, we can conclude that Creative Problem Solving (CPS) Learning Model has effect to increase the student's learning outcomes.

5.2 Suggestion

According to the data of student's learning outcomes and the experience of author when applying the Creative Problem Solving (CPS) Learning Model in class, so the author gives suggestion as below:

1. Needed further research to determine the effect of Creative Problem Solving (CPS) Learning Model on student's learning outcomes in other materials concepts, so that it can measure the extent to which wider this model has effect in learning physics.
2. For the next researcher who wants to do research using Creative Problem Solving (CPS) Learning Model, its better for teacher to develop creativity in implementing the learning process so that student activity can be further enhanced improved. In addition, teachers can motivate students to be more active so that good communication between students and students and between teachers and students.
3. For the next researcher who wants to do research using Creative Problem Solving (CPS) Learning Model expected to allocate the time as efficient as possible in the learning process so that each stage of learning can be done well.
4. For the teacher can use the Creative Problem Solving (CPS) Learning Model to increase the student's learning outcomes.