

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusion

The results of the development of comics based on a realistic mathematics approach to improve students' mathematical communication skills at SMPS Musda Perbaungan are as follows:

1. The validity of interactive comics is seen from the components of format, illustration, language, content. The results of the validation of interactive comics in the form of expert statements that this interactive comic is suitable for testing with some revisions or suggestions for improvement. In addition, from the results of the validation of interactive comics, quantitative data were obtained which showed that the interactive comics developed received a material validation score of 3.84 and media validation of 3.39 with an average of 3.615 with a very good category. The input provided by the expert team (validators) is very useful for this research, because the suggestions and input provided by the expert team make it easy to read the contents of interactive comics, besides that in accordance with the indicators to be achieved, namely regarding mathematical communication skills, there are many input questions and contexts that really help students develop students' mathematical communication skills.
2. Improvement of students' mathematical communication skills through interactive comics based on the developed realistic mathematics approach. A total of 46 students were complete and 7 students were not complete. Then a class is said to have completed learning if in the class there are 85% who have reached a minimum learning completeness of 75%. Based on the percentage of classical completeness of 86.79%. Thus classically meeting the criteria for completeness. It can also be seen that the average gain is 0.726940 in the High category. Based on the gain value of students who are in the high category, there are 32 people or 60.4% and the medium category is 16 people or 30.2% and the low category is 5 people

or 9.4%. This shows that students' mathematical communication skills through learning with comics developed have increased.

3. The teacher's response to all aspects of the comic is 88.25% and students' responses to all aspects, namely aspects of interest in comics, aspects of understanding the material and aspects of the appearance of comics are 94.5%, which means that all aspects are responded well by the teacher and students so that the interactive comic does not undergo revision based on the teacher's response. It can be concluded that student responses to learning components and activities using interactive comics based on realistic mathematics approaches are positive.
4. Based on learning completeness, 46 students were complete and 7 students were not complete. Then a class is said to have completed learning if in the class there are 85% who have reached a minimum learning completeness of 75%. Based on the percentage of classical completeness of 86.79%. Thus classically meeting the criteria of completeness. The learning time in this study was in accordance with the time criteria carried out at the research site or did not exceed the usual learning time with online assisted learning. The learning time is within the effective limit that has been set according to the indicators. From the research, it can be seen that students during the learning process have been able to do the things that have been determined so that they fall within the time tolerance category that has been determined. The results of student responses to comics based on a realistic approach, the results showed that 94.5% of students responded in the appropriate category. The conclusion from these results is that the developed realistic approach-based comics are effectively applied to learning activities.

## **5.2. Suggestions**

Based on the research conclusions above, the researcher suggests the following:

1. The learning tools produced are only up to the development stage at the research site, not yet widely implemented in other schools. To determine

the effectiveness of this learning tool, it is recommended that teachers and researchers implement learning tools with this realistic mathematics education model on a wider scope in other schools.

2. Learning tools with a realistic mathematics approach model in improving students' mathematical communication skills and emotional intelligence should be developed for other mathematics subjects, because based on student responses, it is obtained that students are interested in participating in further learning using a realistic mathematics approach.
3. For other researchers who will conduct the same research that applies the realistic mathematics approach assisted by google classroom, they should make student worksheets by paying close attention and applying all the characteristics and steps of realistic mathematics, so that student worksheets are even more effective.

