CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the research and discussion, it can be concluded as follows:

1) The implementation of case based learning on human reproductive system material in class IX-8 at SMP Negeri 17 Medan was carried out well. Learning this case can provoke students' critical thinking to interpret meaning, analyze problems, present arguments using theoretical concepts and apply theory to reality in the field.

2) The result of the implementation of case-based learning was 92 with a very good category.

3) Overall, there is a difference in the achievement of critical thinking skills between students taught using the *case-based learning* model and students taught using the conventional model on the indicators of *focus, reason, inference, situation, clarity,* and *overview*. The critical thinking skills of students taught using the case-based learning model are higher than students taught using the conventional model, especially in the indicators of *focus, reason, inference, situation* and *clarity.*

4) The improvement of students' critical thinking skills on human reproductive system material in class IX SMP Negeri 17 Medan was classified as high category (75%) in the class taught with *case-based learning*. While the conventional class was classified as a medium category (65%).

5.2 Suggestions

Based on the results and conclusions that have been stated, the researcher provides suggestions:

1) Future researchers should be able to optimize time in research and should be able to manage a conducive learning environment.

2) Not all science learning materials can use the *case-based learning* (CBL) model. Therefore, researchers should adjust the learning material that will be chosen to be the subject matter in the research if they want to use the *case-based learning* model.

3) The cases presented in the *case-based learning* (CBL) model can be developed by adjusting the learning materials.