

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

According to the results of research and data processing that has been done, it can be concluded that :

1. The application of project-based learning (PjBL) learning model there is an influences and have an impact of students' science skills when compared to the learning model that is often used by teachers (conventional models). This is in accordance with the results of data processing Pretest, Posttest, and student activity observation sheets.
2. The results of analysis of students' science process skills shows that learning using the PjBL model is better than conventional learning models. This can be seen from the pre-test and post-test results between the experimental class and the control class, where the average value of science process skills taught by using the PjBL model reached 81.33, while students who were given learning by conventional models only reached 70,33. And from t-test one sample that has been done shows that the value of $t_{count} > t_{table}$ or $3.800 > 2.002$ it's mean between experiment and control class have a diffrent learning outcomes due to the influence of PjBL model.
3. Apart from the results of the tests, the influence of students' science process skills using the project-based learning model can be seen from the results of each indicator of the student activity observation sheet which is also the same where the science process experiment skills class is very good with a value range of $32 \leq J \leq 40$. Thus it can be interpreted that the project-based learning model (PjBL) has a very good effect (positive effect) on students' science process skills in learning glasses, especially in Optical Tools material.

5.2 Suggestion

Based on the results of the research that has been done, there are several suggestions that can be used as improvements to improve the physics learning process in class, namely as follows:

1. Students' science process skills can be improved by applying the project based learning model (PjBL). Therefore it is suggested that teachers can use the PjBL model as a way to increase students' interest in learning and improve students' science process skills, so that students can be directly and actively involved in learning so that there is interaction between developing students' science process skills with facts, concepts, and scientific principles.
2. As a suggestion for further research it is suggested to use a variety of media in the PjBL model to further attract students' interest during the learning process.
3. Further research is suggested to assessment of science process skills should be carried out by individually, in order to know more effectively individual science process skills.
4. Further research is recommended to produce projects that are easier to work on considering the processing time is not too long.

