# CHAPTER V
# CLOSING

## 5.1 Conclusion

Based on the research results and data obtained, the conclusions of this study with regard to the research objectives have been formulated as follows:

1. With the Problem Posing learning model can increase students' understanding of mathematical concepts in class VIII MTs Negeri 2 Rantauprapat. Students' understanding of mathematical concepts increased from pre-cycle to cycle I by 17.09%, from cycle I to cycle II by 27.34% and from cycle II to cycle III by 21.88%. This can be seen from the percentage of the pre-cycle stage (24.58%) that has not been reached, cycle I (41.67%) has not been reached, cycle II (69.01%) has not been reached, and cycle III (90.89%) has been reached.
2. With the Problem Posing learning model can increase student motivation in class VIII MTs Negeri 2 Rantauprapat. Student motivation increased from Pre Cycle to Cycle I increased by 11.79%, from cycle I to cycle II increased by 7.71% and from cycle II to cycle III increased by 10.28%. This can be seen from the percentage of pre-cycle stages (55.98%), cycle I (67.77%), cycle II (75.48%), and cycle III (86.30%).

## 5.2 Suggestion

Based on the results of research conducted using the Problem Posing learning model, researchers provide input or suggestions that need to be considered by various parties related to the application of the Problem Posing learning model

as an effort to increase learning motivation and understanding of mathematical concepts in class VIII students of MTs Negeri 2 Rantauprapat, namely:

1. To the school, it is hoped that this learning method can become an alternative method that can be used at MTs Negeri 2 Rantauprapat and can be implemented alternately with other learning models. Because the application of the Problem Posing learning model can increase students' motivation and understanding of mathematical concepts.
2. With the limitations contained in this study including the limitations of research methods and understanding of the concept of motivation in this study, there are many weaknesses both in terms of research results. Hopefully, other researchers can conduct further research using the Problem Posing learning model by covering aspects other than learning motivation and understanding concepts and applying them to different learning materials or to subjects other than mathematics