

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The conclusions from the results of research and development of SETS-based E-books are as follows:

1. SETS-based e-books were declared 85.6% suitable for use as textbooks in schools based on media aspect, learning material aspect, language aspect and students. Learning media aspect stated that SETS-based E-books were very good and very suitable for use with a CVI score of 0.84.
2. Material experts state that this SETS-based E-book is valid. The SETS-based e-book was declared feasible by assessing all aspects according to material experts, and obtained an assessment with a CVI score of 0.82.
3. Linguists who stated that the E-book was good and suitable with a CVI score of 0.82. Declares that this SETS-based E-book is suitable for use.
4. The teacher's assessment states that the E-book is very practical with a total score of 20 out of 24 ($\bar{x} = 83.3$) with a standard deviation score of 6,9. This e-book is stated to be practical because it is easy to understand the instructions for use, technical operation, and operating practices in various environments..
5. Student assessment states that SETS-based E-books are practical to use during learning. This is because 30 students stated that SETS-based E-books were practical to use in the learning process with a practicality level of 330 out of 360 ($\bar{x} = 91.6$) with a standard deviation score of 8,67, and were in the very good category. The student eligibility results at the one-to-one evaluation stage were very good with a score of 170 out of 192 ($\bar{x} = 89.5$), at the small group stage they were good with a score of 725 out of 840 ($\bar{x} = 86.3$), and the field test was very good with a score of 1303 out of 1440 ($\bar{x} = 90.38$).
6. Textbooks in the form of E-books are said to be 87.5% effective in improving students' scientific literacy skills based on teacher assessments and student post-test results. The students' post-test results at the implementation stage obtained an average of ($\bar{x} = 79.9$) with 83.33% being

in the effective category. The N-gain value obtained by students in this study was in the high category, namely 0.72 (high category).

5.2 Recommendations

There are several recommendations that researchers can convey for further research and development, namely as follows:

1. For students, based on the results of this research, SETS-based E-books can increase students' scientific literacy in science learning and students must always read and understand the contents of the E-books that have been created, in order to increase their understanding of science learning.
2. For teachers, based on the results of this research, SETS-based E-books can be used as textbooks that can be used in the science learning process to increase scientific literacy and teachers must be creative in developing teaching materials to increase scientific literacy.
3. For schools, schools should tend to use SETS-based E-books or SETS-based textbooks in their learning process and can support teachers to be more creative in developing textbooks in science learning.
4. For future researchers, SETS-based E-books to improve students' scientific literacy skills can be further developed in other science materials, so that they can improve students' scientific literacy skills in science concepts, especially for junior high school students.