CHAPTER V
CLOSING

5.1 Conclusion

Based on the results of research and data processing that has been done, it can be concluded that: The application of the problem-based learning (PBL) model has an influence on student learning outcomes when compared to conventional models.

This is in accordance with the results of data processing Pretest, Posttest and student activity observation sheets. The results of the analysis of student learning outcomes show that learning using the PBL model is better than the conventional learning model. This can be seen from the pre-test and post-test results between the experimental and control classes. Where the average value of learning outcomes taught using the PBL model reached 73.13 while students taught using conventional models only reached those given learning with conventional models only reached 69.49. And from the one-sample t-test that has been done shows that the value of $tcount > ttable$ or 1.701 > 1.669 which means that the experimental class and control class have different learning outcomes due to the effect of PBL model.

Apart from the test results, the effect of student learning outcomes using the problem-based learning model can be seen from the results of each indicator from the student activity observation sheet as well. Thus it can be interpreted that the Problem Based Learning (PBL) model has a very good effect (positive effect) on student learning outcomes in learning work and energy.

5.2 Suggestion

Based on the discussion of the research results, as a follow-up to this study, the following are suggested:

1. To further research that wants Problem Based Learning learning is expected to try help and include physics teachers at school to guide and observe students

while carrying out practicum activities in group discussions in order to achieve effective results.

2. For students who want to research further with the same Problem Based Learning model, it is expected to prepare tools and materials as well as the needs that support research so that research can run effectively.
3. Orientation of students to the problem can be done with the help of videos or recordings of real phenomena or events that can raise problems and can attract students' interest and motivation to engage in problem solving so that students are more conducive.