

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

Based on research result of the effect of Blended Learning on Students' Concept Mastery and Motivation in learning solar system, it can be conclude that Blended Learning give significant positive impact for students' concept mastery and motivation in learning solar system. Blended Learning can improve students' concept mastery on Solar system topic it can be proved by acceptance  $H_1$  and the result of significant is 0.001 which means that there is a significant difference of learning using Blended Learning on students' concept mastery. The improvement also supported by the results of N-Gain in students' concept mastery from experiment Group is 0.48 which is catagorized as medium improvement.

It is also supported by the improvement in each cognitive domain. Most of the improvement for each cognitive domain catagorized as medium, it can be proced based on Normalized gain that obtained bt the students which are C2 (Understanding) dimension obtained 0.42 catagorized as medium improvement, C3 (Applying) dimension obtained 0.43 catagorized as medium improvement, C4 (Analyzing) dimension obtained 0.42 catagorized as medium improvement, but for C5 (Evaluating) dimension obtained 0.89 catagorized as high improvement. The improvement also supported by the results of N-Gain in each suptopics from experiment group. The lowest is in eclipses subtopic which the N-Gain is 0.29 and catagorized as low improvement. For solar system subtopic the N-Gain is 0.52 catagorized as medium, the N-Gain for sun as the star topic is 0.58 which catagorized as medium, the N-Gain for characteristic of each planet is 0.48 which catagorized as medium as well as the effect of rotation and revolution that the N-Gain is 0.48 and catagorized as medium improvement.

The improvement also can be seen from the total number of students who pass the minimum standard before and after the treatment. The minimum standard is 75. Before the implementation of Blended Learning, students who pass the

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minimum standard is 1 student and 15 students are still not pass the minimum standard. After the implementation of Blended Learning the total number of students who pass the minimum standard is increase. 11 students are pass the minimum standard and 5 students are not pass the minimum standard after implementation of Blended Learning. The percentage of students who pass the minimum standard after implementation of Blended Learning is 68.75.

The results of questionnaire that researcher used show that students who learn science by using Blended Learning are cateforized as adequately motivated. it can be proved by the result of motivation average that obtained as much as 68,87which catagorized as adequately motivated. 15 students in this reseach got catagorized as adequately motivaed and 1 student catagorized as high motivated. Three from five dimension of motivation in this research has a large number of students who are catagorized as good motivated which in Intrinsic motivation and Personal Relevance (Dimension 1), Self-determination (Dimension 3), Career motivation (Dimension 4) compare with other dimension. The highest one is Dimension 1 (Intrinsic motivation and Personal Relevance) and the lowest dimension in this research is dimension 5 (Grade motivation).

## **5.2 Recommendation**

Based on the finding In this study that has been conducted and concluded, there are several recommendations that necessary to be concern by the researcher. The first recommendation is to researcher who want to implement Blended Learning, this model can be apply also on other subject beside science, other topic or other variable. The reseacher who want to implement Blended Learning also can used another Learning Management System (LMS) beside Google Classroom and also can use another interactive software as teaching media beside Solar System Scope application. try to find a very suitable online learning platform that can be easy to access and easy to use by everyone.

Second one is to teacher and researcher who want implement Blended Learning. They can use any other learning model that can be used in face to face

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learning beside discovery learning. For learning model, it is can be tailored to the research needs. For futher research that want implement Blended Learning it also recommended to find the correlation between students' concept mastery and students' motivation.

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