

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusion

Based on the development objectives, research questions, and research and development results, it can be concluded that the interactive teaching material products are as follows:

- 5.1.1. Interactive teaching materials on entrepreneurship subjects, especially three-dimensional space materials for class XI MA Bilingual Muslimat NU Sidoarjo, students produced in digital form packaged using a *Flash Disk (FD)* and equipped with physical books that can be used as learning resources to support learning Entrepreneurship. The resulting interactive teaching materials are equipped with text, image, animation and video content. In addition, the product of interactive teaching materials consists of components which include; cover page, module identity, introduction, table of contents, glossary, user suggestions, description, learning objectives, concept map, success criteria, content loading; (a) learning objectives, (b) material description, (c) summary, (d) practice questions, (e) reference list, (f) answer key/question discussion), and competency test. The practice questions presented in each learning activity are in the form of multiple choice questions, which aim to measure students' understanding of the material that has been studied.
- 5.1.2. The interactive teaching materials developed are considered very suitable to be used as a learning resource for learning Entrepreneurship. This is reviewed based

on the results of the alpha test (material experts and media experts) and beta tests (student responses) as follows:

5.1.2.1. The results of the alpha test assessed by the two material experts obtained an overall average score of the five aspects of 3.15 in the "Very Eligible" category, with details for the average score of each preliminary aspect of 3.25 with a very decent category; content aspect of 3.08 with a very decent category; the learning aspect is 3.12 with a very decent category; the task/exercise aspect is 3.17 with a very decent category, and the summary aspect is 3.14 with a very decent category.

5.1.2.2. The results of the alpha test assessed by the two media experts obtained the overall average score of the three aspects of 3.22 with the "Very Eligible" category. With details of each average score for the three aspects, namely the display aspect of 3.42 with a very decent category, the use aspect of 3.08 with a very decent category, and the utilization aspect of 3.17 with a very decent category.

5.1.2.3. The results of the beta test in beta 1 test (small group test) obtained the overall average of the three aspects of 3.22 with the "Very Eligible" category. The details of each average score for the three aspects are the learning aspect of 3.28 with a very decent category, the display aspect of 3.17 with a very decent category and the programming aspect of 152 3.25 with a very decent category. While the results of beta 2 test (large group test) obtained the overall average score of the three aspects of 3.19 with the "Very Eligible" category. With details of each average score for

the three aspects, namely the learning aspect of 3.17 with a very decent category, the display aspect of 3.19 with a very decent category, and the programming aspect of 3.21 with a very decent category.

5.1.2.4. The interactive teaching materials developed were considered effective in improving students' understanding of concepts seen from the average *pretest score* of 22.65, an increase of 74.23 in the *posttest* with a gain score of 0.71.

## **5.2. Suggestion**

The suggestions for the use of interactive teaching material products to be more effective in the learning process include the following:

5.2.1. For Teachers utilization interactive teaching material products for teachers to follow the following stages:

5.2.1.1. The teacher first explains about the product and its use with the aim that it is easier for students to understand the material presented in interactive teaching materials.

5.2.1.2. In delivering the material, it begins by conveying the learning objectives so that students can have an overview of the material before learning.

5.2.1.3. The use of interactive teaching material products, the teacher should re-explain the material or practice questions contained in it.

5.2.2. For Students Utilization of interactive teaching material products for students can follow the following stages:

- 5.2.2.1. Students learn all the components contained in the product starting with studying the table of contents, instructions, competencies, material descriptions, exercises, answer keys, and competency tests. Discuss with teachers and peers if there are difficulties in understanding the material or running interactive teaching material products.
- 5.2.2.2. Students must study well the instructions in operating interactive teaching material products, so that they are easier to use.
- 5.2.2.3. Both teachers and students, to operate interactive teaching material products, they should use a computer/laptop with *specs in accordance* with the product specifications contained in the book.

### **5.3. Dissemination and Further Product Development**

Interactive teaching material products can be used as additional learning resources for students. This product can be distributed in SMA/MA schools via *Flashdisk* by anyone who needs it. Further research and development should pay attention to the needs of students in learning, so that it can help students to further improve learning outcomes and eliminate students' bad paradigms about the lesson that are difficult to learn. In addition, the development of interactive teaching materials can further add reading formats for *smartphones* so that students are more flexible in learning, add *worksheet* features to make them more interactive and further video development can be narrated to make it easier for students to learn.