

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND RECOMMENDATION**

#### **5.1. Conclusion**

According to the research question and findings, the researcher drew many conclusions. First, the implementation of STEM-ESD-based environmental pollution project learning has an impact on the sustainability action of good health and well-being, as well as student creativity. There are two core research results based on the research questions.

First, the use of the STEM-ESD-based Preventing Environmental Pollution project learning model improve the sustainability action of good health and well-being of students in the experimental class. Student motivation, cooperation, and environmental awareness are factors that cause significant changes in students' sustainability actions. In addition, environmental pollution that can be felt directly by students makes students try to solve these problems. Meanwhile, the level of sustainable action for good health and well-being of control class students did not increase significantly. This is partly due to the learning model used, namely the teachers' regular teaching model, and also the absence of activities that involve students directly such as projects in the experimental class.

Second, the use of a STEM-ESD-based preventing environmental pollution project learning model affects students' product creativity in experimental classes. In general, students scored 63% of the maximum 100%. Judging from the limited time given, students have done their best and maximized their opportunities. Overall, the highest score they got was 77% from group 4, while the lowest scoring group was group 2 with a score of 47%. These results were heavily influenced by extrinsic and intrinsic factors, such as experience, interest, and habit.

**Reihan Inezia Naeva, 2024**

***THE IMPACT OF WORKING ON PREVENTING ENVIRONMENTAL POLLUTION PROJECT TO ENHANCE STUDENTS' SUSTAINABILITY ACTIONS AND CREATIVITY IN LEARNING ENVIRONMENTAL POLLUTION***

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## **5.2. Implication**

Based on the results of the research using the STEM ESD-based project preventing environmental pollution learning model can improve students' good health and well-being through sustainability actions in experimental class. Likewise, students' creativity in experimental class shows quite good results. Although some indicators are still at a poor level, if the learning is carried out with maximum preparation and with more time, it will certainly show better results. In the future, if you want to improve students' sustainability actions and creativity, you can use STEM-ESD projects.

## **5.3. Recommendation**

The learning activities of preventing environmental pollution project based on STEM ESD should be carried out over a long period, the learning carried out in this study only used about 4 meetings or two weeks, becoming less effective in increasing students' sustainability actions and creativity. If students have more time, they will have the opportunity to explore their ideas to make better products. The researcher suggests that future research should equalize perceptions with related people such as teachers in assessing student creativity. Like assessing only products or also by checking other sources. Furthermore, the researcher recommends readers measure individual student creativity at the beginning of learning as a basis for determining groups so that student creativity is fairly distributed.

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