

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1. Conclusion

Action-oriented ESD learning on the topic of food consumption can enhance students' sustainability understanding and action. These findings are supported by the pretest, posttest, students' worksheet, students' action journal, and observation sheet that were implemented in this study. Action-oriented ESD learning was implemented with three meetings and 28 days of action to manage students' eating patterns. In its implementation, action-oriented ESD learning used five main components: taking action, student leadership, peer interaction, community involvement, and an interdisciplinary approach. These components created an action-oriented ESD, which had an impact on enhancing both sustainability understanding and action in food consumption topic.

First, sustainability understanding through action-oriented ESD learning in this study showed a significant increase ( $p\text{-value } (0.004) < \alpha (0.05)$ ). Based on the students' average scores, there was an increase from 32.2 to 41.0, an increase of approximately 8.8 points. Although there was an increase after the learning process, the average score remains relatively low. This is also indicated by the N-Gain results, which still fall into the low category. So that, in this study, it was found that action-oriented ESD learning can enhance students' sustainability understanding in the topic of food consumption. However, the effectiveness of the learning process remains low, so students' sustainability understanding is still not optimal.

Second, sustainability action through action-oriented ESD learning in this study showed a significant increase ( $p\text{-value } (0.018) < \alpha (0.05)$ ). Based on the average student scores, there was an increase from 63.9 to 68.8, an increase of approximately 4.9 points. Although there was an increase after the learning process, the average student scores are still relatively low. This indicates that action-oriented ESD learning can enhance sustainability actions related to food consumption.

However, the implementation of the learning process is still not very effective, resulting in students' sustainability actions is still not optimal.

## **5.2.Recommendation**

This study indicates that there is potential for enhancement and development in the implementation of action-oriented ESD learning to enhance sustainability understanding and action on food consumption. All of the stages in implementation of action oriented ESD learning, from identifying problem until take action, was very important and have their own struggle. But the biggest struggles appear in the investigation and implementation stages. Therefore, teachers are advised to make sure students clearly understand these stages, provide more discussion sessions to strengthen reasoning, and make monitoring more interactive so students can link their actions with sustainability understanding. Finally, building sustainable behavior requires long-term practice until it becomes part of students' daily routines.