CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of this research, the guided inquiry web-based learning media Nutriolic is suitable for facilitating science literacy among junior high school students on the topic of nutrition. This suitability is supported by expert validation, teacher evaluations, and positive student responses related to the content, language, and design of the media. The development of Nutriolic using the ADDIE model covering the stages of Analysis, Design, Development, Implementation, and Evaluation has produced an interactive web-based learning tool that is relevant to student needs and curriculum demands. The validation results indicate that the content within Nutriolic aligns with learning indicators and objectives, is substantively comprehensive, and is appropriate for the characteristics of junior high school students. From the media perspective, experts also noted that the interface design is simple yet functional, device-accessible, and supports flexibility in different learning contexts. In addition, student responses show that Nutriolic is easy to use, engaging, and provides a meaningful and enjoyable learning experience. These findings suggest that Nutriolic effectively supports the development of students' science literacy skills, particularly in understanding scientific concepts in real-life contexts, interpreting data, and constructing scientific arguments.

5.2 Recommendation

To improve the effectiveness of Nutriolic, it is recommended that future developments include additional interactive features, such as discussion forums and simple experiment simulations. This will encourage greater student engagement and enrich the learning experience.

1 Considering that there are still inconsistencies in display on some devices, developers should improve the responsive display so that the media can be displayed optimally on various screen sizes.
2 Due to limited internet access remaining a challenge for some students, developing an offline version of Nutriolic would be highly beneficial to ensure the media can still be used in unstable network conditions.
3 For future research, it is recommended to conduct an effectiveness test of this media on improving students' science literacy through an experimental design (e.g., pretest-posttest control group design). This will provide more objective data on the impact of media use on learning outcomes.
4 Nutriolic currently focuses solely on nutrition-related topics; future development may be necessary to expand coverage to other science subjects.