

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. CONCLUSION

Cognitive load on students in the experimental class with the learning material connected excretory system using the instructional framework based learning dimensions lower than students in the control class learning material connected with the excretory system using conventional instructional framework. This is evidenced by 1) the intrinsic cognitive load (ICL) in the experimental class lower than the control class scores for ability to analyze information on the experimental class higher than the control class, 2) extraneous cognitive load (ECL) in the experimental class lower than the control class, because the results of the questionnaire scores regarding mental effort in learning lower than the control class and 3) germane cognitive load (GCL) in the experimental class higher than the control class, because scores on interdisciplinary thinking skills in the experimental class higher than with the control class.

Correlation between indicators of cognitive load showed no significant results except for the correlation between mental effort as an indicator of the ability to think interdisciplinary ECL as an indicator of GCL in the experimental class. Correlation between mental effort with interdisciplinary thinking skills in classroom experiments have inverse relationship, the lower the mental effort on the experimental class the higher interdisciplinary thinking skills. Correlation each load other cognitive not show significant results. It can be due to that the students are still in the learning stages connected partially thinking that it can not be identified relationships cognitive loads when connected learning.

B. RECOMMENDATIONS

Some of the recommendations of the study are as follows:

1. Required socialization use or application of learning-based instructional framework to connect and learn in the class dimension in a longer period of time so that students will be accustomed to think in an interdisciplinary manner.
2. Development of a matter based on indicators of the dimensions of learning should be done evenly or proportionally in order to measure the full achievement of each dimension of learning.
3. Maximizing prior knowledge (prior knowledge) at the beginning of each study should be conducted in a manner so that students can pose contextual positive perception for the next stage of learning.
4. Those teachers should pay attention to the cognitive load of students at every learning and instructional framework is recommended to use a learning-based dimension to be able to reduce the burden of their cognitive system.
5. Those of other researchers who want to examine the connected learning should do team teaching consisting of teachers associated with material connected.