

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Research of *Slowmation* (Student-created Slow Motion Animation) implementation to measure students' creativity and understanding in learning heat transfer has been conducted systematically. Based on research results, the conclusions are concluded in the following statements.

First, the implementation of *Slowmation* (Student-created Slow Motion Animation) as learning strategy specifically on heat transfer topic influences students' creativity. The profile of students' creativity is obtained during the process of *Slowmation* (*Slowmation* stages) and the *Slowmation* itself as the product. Students' creativity during *Slowmation* stages which integrates the creativity component of knowledge, creative thinking, and motivation gains score of 74.9, and creativity based on *Slowmation* products gains 81.5. As overall students' creativity, it gains 78.2 which is categorized as above standard. These results indicate the positive influence or improvement of *Slowmation* toward students' creativity.

Second, *Slowmation* implementation in learning heat transfer topic is able to give significant influence on students' understanding. It is noticed by the result of normalized gain of 0.30 that is categorized as medium improvement and the statistical data result from *Wilcoxon test* of significant value 0.001 . Regarding to the hypothesis and limitation problem of the research, this result shows that the H_1 is accepted which means there is significant influence before the implementation of *Slowmation* on students' understanding of Heat Transfer and after the implementation of *Slowmation*: Student-created slow motion animation on students' understanding.

B. Recommendation

Slowmation strategy in which the students create slow motion animation can be implemented as an innovative teaching strategy for learning science that cultivates students' creativity and understanding. Based on the findings of the research that has been conducted and concluded, there are several recommendations need to be conveyed by researcher. Meeting allocation is one of the important part to be firstly concerned, since allocated meeting to implement *Slowmation* requires more than conventional strategy. Thus, the time arrangement should be well arranged whether the representation by *Slowmation* or commonly said as *Slowmation* stages is applied or not. Six meetings for overall six stages of *Slowmation* are considered as too many meetings. Somehow, it makes students interest to the project loosened time to time and it may also effect to understanding. Thereby, the important part from the research is the whole *Slowmation* strategy not the detail of every stage of *Slowmation*.

Teacher supervision during *Slowmation* stage is also essential to be conducted more comprehensively. Students' activities that deal with creativity should be monitored to make sure every student shares ideas and actively involved to the learning activities. Other researchers whom interested on *Slowmation* to be used as pedagogical strategy are recommended to deep down investigating its influence to students' creativity that is integrated with creativity component of knowledge, creative thinking, and motivation. The profile that based on every student's data analysis would be best with the use of triangulation data from creativite thinking instrument, knowledge instrument that mostly in the form of objective test, and motivation instrument. *Slowmation* as multi-modal strategy can be developed into digital explanation with blended media for further research.