

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1 Conclusion

Based on the research, this research was conducted using a pre-experimental method using the ADDIE learning design (Analysis, Design, Develop, Implement and Evaluate). This research was conducted in public schools in West Java, in two locations, which is Sukabumi and Kuningan Junior High School in grade 8th. The first point in the results of this research is the development of Foodivity Interactive which is used to assess students' understanding. The findings of this study indicate that students' understanding increases as a result of using Foodivity Interactive as an interactive multimedia on nutrition topics. The development of Foodivity Interactive as Interactive Multimedia has been carried out using software construct 2. ADDIE instructional design is used in developing Foodivity Interactive and exported as HTML 5 and Android-based applications.

The second point that can be concluded in the expert assessment of interactive foodivity based on the results of index V which was carried out using a Likert scale. The mean value found for index V is 0.8125. This shows that the media is valid and can be used as a learning medium.

The third point, questionnaire data is used to determine the results of student responses. 70.07 percent of students strongly agree, while 22.26 percent agree. Based on these findings, it can be concluded that more than half of the students stated positive results for the application.

The fourth point which can be concluded that Developing Foodivity Interactive multimedia can help students have a better understanding about nutrition topics. This can be proven by the results of the N-gain which shows a moderate increase between the pre and post-treatment tests. The hypothesis test stated that hypothesis H1 was accepted, which indicated that there was a significant difference between pre-test and post-test.

5.2 Implication

Based on the result of developing foodivity interactive as an interactive media showed the implications of using interactive multimedia shows the n-gain results indicate a moderate improvement. It can be utilized to the students grade 8 nutrition topic. This indicates that the results of student understanding have improved from pre and post-test. Additionally, interactive foodivity can gave students' positive response and drive for conceptual understanding. This is based on expert validation of media and also on the results of objective cognitive tests to students.

5.3 Recommendation

Based on the research findings, there are several recommendations in exploring interactive multimedia in education. First for students, students must be able to take advantage of existing technological facilities, one of which is the interactive foodivity as a medium for learning. So that while still increasing a high sense of learning and motivation to learn, foster a sense of willingness to continue learning without feeling bored in achieving their level of understanding.

The second for teachers must research appropriate learning media for students in order to maximize learning effectiveness. By facilitating various types of interactive multimedia, it is intended to assist educators in carrying out learning. In addition, the teacher must consider and review the indicators that students will learn with the existing multimedia.

The third for other researchers, researchers must consider the connection between content in multimedia with the evaluation that will be given. That way it will get better results. In addition, it is hoped that future researchers can create better discoveries than before by understanding existing problems and mastering media making technology to facilitate the media development process. Then it can be uploaded to the play store. Measuring students' understanding of the development of interactive foodivity as interactive multimedia can provide a reference for further research.