

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS

In this chapter present the conclusions of this study about the student perception on knowledge building-based learning environment and the learning outcomes results and also some suggestions for the future study.

5.1 Conclusions

This study aims to understand the students' perception of the learning environment and students learning outcomes by applying Knowledge Building-Based Learning in the classroom. There are different treatment for the two groups. The experimental group was given Synchronous Discussion and Reflection System (SDRS) to help in their discussion and reflection and the control group only by the teacher guidance.

The result in the student perceptions of KB-based learning environment shows that the experimental group is as good as in the control group. The students' discussion learning outcomes results shows that the experimental group is better than the control group. The knowledge construction is better in the experimental group with the help of the Synchronous Discussion and Reflection System (SDRS) than the control group by the teacher guidance.

There are several reasons for the student perception of knowledge building-based learning environment that there is no significant difference between the two groups. First, because the experimental group need more time to adapt with the platform, and the second the elementary school student need more teacher guidance so the experimental group that self-directed learning with the Synchronous Discussion and Reflection System (SDRS) can be said to have as good as the control group result that guided by the teacher.

From the learning outcomes result, reflection with the Synchronous Discussion and Reflection System (SDRS) in the experimental group is effectively making the students have more understanding and have knowledge improvement from the genetically modified Food (GMF) Topic. So this study concludes that the application of Knowledge Building-Based Learning in the classroom with Synchronous Discussion and Reflection System (SDRS) as a platform for self-directed discussion and reflection was equally practical with the Knowledge Building-Based Learning in the classroom discussion guide by the teacher.

5.2 Suggestions

There are some suggestions for the better results in both the perception of the learning environment and learning outcomes using Synchronous Discussion and Reflection System (SDRS). The amounts of time study conducted need more addition for the better result using the platform. This study considered a success even though there is some part that does not meet the expectations. For the future study, the Synchronous Discussion and Reflection System (SDRS) in the knowledge building-based learning can explore more in another learning activity and another level of the student not only in the elementary school but also in the higher level student.