

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusions

There are some conclusions from this research, it can be seen as follows :

1. Biology's students got knowledge toward Biodiversity as good as mathematic's students, then continued by physic's students, and last chemistry's students got lowest knowledge.
2. Mathematic, physic, chemistry, and biology's students have most very agree dimension attitudes and good awareness to love environmental. Therefore, they have six pillars of characters building university. Also most favorable attitudes were found toward participating in environmental activities by an institution or community is good thing.

#### 5.2. Suggestions

There are some suggestions from this research, it can be seen as follows :

1. Science and biology lecturer's are preparedness for teaching Biodiversity should not be neglected, but further investigation also variation learning teaching in topics is needed.
2. The general course of biodiversity is not just a biological subject. The various issues of biodiversity affect every aspect of the global community, in which thinking of aesthetics, ethics and personal emotion are involved. Therefore, the current global ecological crisis as the central theme of eco-environmental education might become an important curriculum for modern general course study. The teaching of biodiversity is not only a course for the students to accept the basic professional theory.
3. Better to make creative activity in classroom such as drama to save rare animals and plant from human activity and others, to make classroom condition becomes funny until build heart to love environment.