

## BAB VII. KESIMPULAN

Berdasarkan proses penelitian yang telah dilakukan melalui metode *exploratory factor analysis*, maka ditemukan hasil yang mampu menjawab pertanyaan sekaligus hipotesis penelitian di awal. Adapun temuan tersebut adalah terdapat beberapa faktor yang memengaruhi atau membentuk perilaku belajar mahasiswa Generasi Z dalam ruang kelas. Pada penelitian ini, terdapat 33 item berpengaruh pada perilaku belajar mahasiswa desain Generasi Z. Dari 33 item tersebut kemudian tereduksi menjadi tiga faktor utama. Temuan berupa faktor-faktor tersebut meliputi fasilitas & sosial pendukung (*facility & social support*), keahlian diri (*self skill*), dan dorongan diri sendiri (*self impetus*).

Terlepas adanya faktor yang lebih dominan berpengaruh atau tidak, setiap variabel yang akhirnya terkelompok menjadi faktor sebetulnya satu sama lain memiliki korelasi dan kontribusi sesuai bagiannya masing-masing. Melalui hasil penelitian ini, faktor yang ditemukan dapat menjadi materi awal dalam penyusunan fasilitas ruang kuliah studio yang lebih sesuai untuk mahasiswa desain Generasi Z. Pihak penyelenggara pendidikan maupun desainer dapat mengetahui hal-hal yang perlu diperhatikan dan diutamakan guna meningkatkan kualitas proses belajar dalam ruang kuliah studio.

Sebagai saran dalam rangka memperkaya ilmu pengetahuan, penelitian ini menggunakan metode *exploratory factor analysis*, sehingga hasil temuannya dapat dikaji lebih lanjut melalui metode *confirmatory factor analysis*. Selain itu, jumlah Generasi Z per tahun penelitian berlangsung memang masih mendominasi populasi siswa atau pelajar. Penelitian terkait Generasi Z pun masih dapat digali kembali sehingga menghasilkan pengetahuan yang semakin kaya. Namun, seiring berjalannya waktu generasi ini disusul oleh generasi terbaru. Kurang lebih dalam kurun waktu sepuluh tahun mendatang, pembahasan terkait pelajar Generasi Z mungkin sudah kurang relevan. Penelitian mendatang pun dapat mulai mengambil ancang-ancang untuk fokus pada generasi berikutnya, yaitu Generasi Alfa.

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