CHAPTER V
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This research has provided insights into the development of teaching materials and techniques on the ODOO ERP platform, with a focus on the Basic Cyber Knowledge subject at the Military Academy. Through this research, several important conclusions can be drawn:

a. Effective Material and Learning Techniques Development. The research findings indicate that the development of materials and learning techniques in ODOO must be tailored to the specific needs of military cadets. Techniques such as simulations, game-based learning, and interactive discussion forums have proven effective in accelerating material comprehension, as indicated by the very low p-value in the T-test.
b. The Need for Blended Learning Approach. The design of learning materials for Basic Cyber Knowledge emphasizes the importance of a blended learning approach. Combining online and face-to-face learning methods optimizes the learning experience and enhances understanding and applicable skills required in real cybersecurity situations.
c. The Importance of Testing and Evaluating Materials. Comprehensive testing and evaluation of the developed materials are crucial. This process should involve active feedback from cadets and performance analysis in knowledge tests to assess and refine the effectiveness of learning materials.
d. The Relevance of Context in Cyber Learning. The results of this research underscore the importance of considering the specific context in cyber learning. Conclusions from previous research might not be entirely relevant or effective in the context of cyber learning in

a military environment, highlighting the need for a tailored and contextual approach.

e. Recommendations for Further Development. This research provides recommendations for the development of materials and learning techniques that are more aligned with the needs of Basic Cyber Knowledge in the Military Academy. This includes the integration of innovative learning techniques and the use of quantitative data to support decision-making in curriculum development.

f. The Use of Technology in Cybersecurity Education. The use of technology in cybersecurity education opens opportunities to expand the learning environment. This allows for an increase in learning capacity while presenting new challenges in developing practical materials. Consequently, it significantly contributes to producing Military Academy Cadets with a deep understanding of cybersecurity. It enables Cadets to develop more relevant and comprehensive skills. This approach promotes stronger conceptual understanding and more effective practical applications, resulting in more competent and prepared graduates to face the challenges of tasks in the cyber world.

5.2 Recommendations

Based on the findings and conclusions of this research, there are several recommendations that can be directed to future research in the context of using the ODOO ERP platform for cybersecurity education at the Military Academy:

a. Explore more diverse Cyber content. Future research can explore the development of learning materials for cybersecurity topics such as cloud security, cyber threat analysis, and blockchain technology. This will expand the scope of knowledge and skills provided to the Cadets.

b. Comparative studies with other learning platforms. Conducting comparative studies between ODOO ERP and other cybersecurity learning platforms to assess the strengths and weaknesses of each.

This study can provide insights into the most effective features or approaches in cybersecurity education.

c. Use of innovative learning methodologies. Research the use of innovative learning methodologies such as project-based learning or collaborative learning within the ODOO ERP platform to enhance Cadet engagement and understanding.

d. Integration of new learning technologies. Explore the integration of new learning technologies such as Artificial Intelligence (AI) and machine learning within the ODOO ERP platform to personalize the learning experience based on individual Cadet needs.