CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results and discussion described, the conclusion that the *Hypothetical Learning Tracjectory* (HLT) of creative thinking that has been implemented in this study has become a learning trajectory that can help students understand the concept of integer counting operations, so that conclusions can be drawn:

1. The ability to think creatively in school students using the application of the metacognition approach to improve the activities of SD Negeri 095552 Siantar is still less creative in the execution of the questions given, which in the test scores the ability to think creatively in the aspects of creative thinking which includes aspects of *fluency*, *flexibility*, *oroginality* and aspects *elaboration* students still cannot understand the questions about integers carefully and carefully so that students' creative thinking skills in working on these problems are not supported by their ability to understand the questions given. The *fluency* of the percentage of the aspect TKBK score in the trial was 87.50%. The percentage *flexibility* aspect of the TKBK score in the trial was 75%. The *originality* aspect of the TKBK score in the trial was 50% and the aspect *elaboration* the percentage of the aspect TKBK score in the trial was 56.20%.
2. Learning trajectory with creative teaching students SD Negeri 095552 Siantar on integer material is as follows, students are able to define the meaning of integers and be able to distinguish between positive rounds and negative integers after which students are able to complete integer and subtraction operations in daily life -day with number lines and no number lines, after that students understand the nature of closed, associative and commutative (addition operations and subtraction operations) integers in everyday life and then students are able to solve integer story problems even though the answer is not satisfactory.
3. Stages of students' creative learning trajectory, Knowledge of students with metacognition at each stage of creative thinking can be seen from the results of interviews and student expressions while working on test questions of creative thinking skills, namely there are as many as 4 stages (preparation stage) students try

to understand the problem think creatively and find answers while reading the books, (incubation stage) Students try to recall the lessons learned by being silent and imagine how to answer the questions, (the illumination stage) Students turn their gaze, reflect and think while asking other students. and (verification phase) Students begin verifying answers by checking or checking the wrong answers.

5.2 Suggestion

Based on the results of this study, the suggestions that researchers can give are:

1. For teachers in schools can use the metacognition approach as an alternative learning in an effort to improve students' creative thinking skills in the learning process so that students are easier and able to automatically understand and learn the material taught
2. For teachers or researchers who will use the metacognitive approach to continue the form of this study with different material and class levels so that the results of research can be useful for the advancement of education, especially mathematics education.
3. For students, especially elementary school students 095552 Siantar are advised to work together in group discussions especially in improving learning outcomes for the material being studied.

For headmaster, facilitating teachers and students to be able to participate in training and seminars based on learning that spur students' creativity.