

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of the analysis and discussion in chapter IV and the findings during learning with the problem-based learning model, several conclusions were obtained which were the answers to the questions posed in the problem formulation. These conclusions are:

1. The level of mathematical creative thinking ability of 31 students with very low creative thinking ability is 2 person in 6,45%, low creative thinking ability is 8 person in 25,8%, medium creative thinking ability is 14 person in 45,18%, high creative thinking ability is 5 person in 16,12%, and very high creative thinking ability is 2 person in 6,45%.
2. After the student's answer process is described, it is concluded that students have prepared themselves to solve problems by learning to think, look for answers, ask people and activities to find and collect data/information give rise to new ideas, so that student activity sheets are filled correctly and learning goes well.
3. Analysis of the difficulty of the mathematical creative thinking process in this study is the difficulty in applying principles and solving verbal problems along with the inability to detail verbal problem solving along with the inability to detail problem solving which is characterized by difficulties in principles and procedures, and unable to apply principles. In addition, the inability to provide many ideas (fluency), the inability to solve problems in their own way (originality), and the inability to develop or detail a situation in detail (elaboration).

5.2 Suggestions

Research on students' mathematical creative thinking skills with problem-based learning models is the first step in efforts to improve the quality of mathematics learning to students as mandated in 21st century education that is communicative, collaborative, critical and creative. The appearance of students' active attitudes and activities in learning as well as the results of the analysis of students' mathematical creative thinking skills need to be applied so that the following recommendations are carried out by teachers, institutions, and other interested researchers. Based on the conclusions above, the following suggestions are given:

1. Further research needs to be done as an effort to improve mathematical creative thinking skills which are still low based on the characteristics of the creative thinking stage of students in this study.
2. Teachers should provide greater opportunities for them to explore their own abilities, so that during group discussions they have the capital to discuss so that the discussions that are created are more focused.
3. It is necessary to be socialized by schools so that students' mathematical creative thinking is familiar so that its application is more sustainable which of course has implications for increasing student achievement.
4. For further research, this research can be used as a reference in conducting other similar studies in order to obtain quality results.