

CHAPTER V

CONCLUSIONS

5.1. Conclusion

Based on the analytical results, findings and discussions that have been stated in the previous chapter, several conclusions were obtained which were the answers to the questions raised in the problem formulation. These conclusions are:

1. The problem-solving abilities in solving math problems of 8 male students are as follows. :
 - a. Based on the findings of the data on the problem-solving abilities of male students at the stage of understanding the problem, it was obtained that the average was in the medium category, with an average value 73%.
 - b. At the planning stage of solving math problems, it was found that the average male student was in the low category, with an average value 40 %.
 - c. At the stage of carrying out the plan in solving math problems, it was found that male students were on average in the low category, with an average value 59%.
 - d. At the stage of looking back at solving math problems, it was found that the average male student was in the low category, with an average value 33 %.
2. Problem solving skills in solving math problems of 12 female students
 - a. Based on the findings of the data on the problem-solving abilities of female students at the problem understanding stage, it was obtained that the average was in the high category, with an average value 95 %.

- b. At the planning stage of solving math problems, it was found that the average female student was in the medium category, with an average value 69 %.
 - c. At the stage of carrying out the plan in solving math problems, it was found that the average female student was in the high category, with an average value 83 %.
 - d. At the stage of looking back in solving math problems, it was found that the average female student was in the medium category, with an average value 68%.
3. The answer process problem-solving abilities in solving problems in terms of gender differences.
- a. The similarity of the problem-solving abilities of male and female students in solving problems lies in: (a) the subject explains the steps that outline the strategy to be used in solving the problem according to the conditions of the given problem, (b) the subject misunderstands what is happening. asked in question number two.
 - b. The difference in the problem-solving abilities of male and female students in solving problems lies in: (a) understanding the problem, male students when collecting known facts and those who are asked the exact sentence in the questions, meanwhile, female students when collecting known facts and those asked in their own sentences; (b) when planning problems, male students do not communicate the problem-solving plan in sentences, they immediately carry out the steps. Meanwhile, female students are able to communicate their planning steps using their own sentences; (c) when implementing plans, male students tend to make simple things such as direct answers to conclusions, while female students tend to carry out plans according to what they have planned; and (d) In checking the truth, male students give confidence in their answers firmly that the answers that have been obtained are correct and relate them to the context of

the given problem situation, while female students give confidence in their answers by providing other alternative solutions.

5.2. Suggestion

Based on the conclusion of the research results, the following suggestions can be written:

- (a) Male and female students show differences in problem solving, so it is better if the teacher gets better direction because each individual is unique in himself.
- (b) For mathematics teachers, there should be good cooperation with counseling teachers related to differences in the thinking of male and female students, so that they can support the implementation of mathematics learning.
- (c) If the class remains unified between boys and girls, the teacher must teach in a combination way, in order to facilitate the differences in learning styles for boys and girls. The teacher designs a variety of learning by paying attention to gender so that students are able to improve their mathematical problem solving abilities.
- (d) The brain will optimally absorb information when it is in a relaxed state, so before learning begins, students must be invited to do relaxation activities both dhikr, self-reflection, and so on. This research is supported by research by Arniati (2015) which states that neuroscience learning is combined with various scientific disciplines so that it is integrated and becomes the main stream of character building.
- (e) Teachers can develop learning strategies that reach the problem-solving abilities of students of different genders in one learning community.
- (f) It is necessary to conduct further research on this problem in other areas with a wider scope.