

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 Conclusion

Based on the results and discussion presented in chapter III, it can be concluded as follows:

1. The development of Higher Order Thinking Skills (HOTS) questions on the material of sequences and series for students of class XI MAN 2 Medan Model is carried out using a 3D model of R&D (Research and Develop) research which consists of three stages, namely define, design, and develop . The define stage, which is the stage of defining and collecting all data related to the HOTS questions on the line and series material and consists of 5 stages (front-end analysis, learner analysis, task analysis, concept analysis, and speciyng instructional). The design stage, namely the product design stage in the form of a lesson plan, a draft of HOTS questions, and a draft practicality questionnaire and consists of 4 stages (criterion-test construction, media selection, format selection, and initial design). The development stage is the product development stage which consists of an expert appraisal stage carried out by 3 validators, namely 2 UNIMED lecturers and 1 mathematics teacher at MAN 2 Model Medan; and the development testing stage which consists of the training stage and the product development stage.
2. Higher Order Thinking Skills (HOTS) questions on the material of sequences and series for class XI MAN 2 Medan Model students at the expert appraisal stage are categorized as very valid on all items with an average score of 0.8, while at the development stage, especially in The validity test was obtained: from the 10 HOTS questions for the sequence and series material in the form of the description, 6 questions were categorized as valid, 3 questions were categorized as invalid, 1 question could not be categorized because of the uncertainty of the r-count value. The practicality of the HOTS questions on all items is categorized as practical with an average score with the average

value of the practicality questionnaire filled out by class XI IPA 2 students and mathematics teachers, which is 4,0634.

3. The potential effect given by the Higher Order Thinking Skills (HOTS) questions on the material of sequences and series for class XI MAN 2 Medan Model students is categorized as good with the average high-order thinking ability of students when answering the HOTS questions, which is 70,8594.

5.2 Suggestion

Based on the results obtained from this research, the following suggestions can be made:

1. It is recommended to develop HOTS questions on other materials and give them to students so that students are accustomed to working on HOTS questions so that students' higher-order thinking skills can increase.
2. It is recommended for further researchers who want to examine the HOTS questions in this sequence and series material more deeply to test these HOTS questions on a wider subject, in order to find out more about the good or bad of the HOTS questions that have been developed.