

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

The following are the conclusions obtained:

1. The problem solving abilities of students taught using the Contextual Teaching and Learning (CTL) learning model show that out of 62 students, 24 students or 39% have problem solving abilities that fall into the "very high" category, 19 people students or as many as 30% have problem solving abilities which fall into the "high" category, as many as 10 students or as many as 16% have problem solving abilities which fall into the "medium" category, as many as 6 students or as many as 10% have problem solving abilities problems that fall into the "low" category, and as many as 3 students or 5% have problem solving abilities that fall into the "very low" category.
2. The difficulties experienced by students when working on problem solving ability test questions are as follows:
 - a) Understanding the Problem
In this indicator, students' difficulties include not being able to understand the story questions, being confused by the chemical compounds contained in the questions, and lacking time.
 - b) Devising a Problem Solving Plan
In this indicator, students' difficulties include not understanding the content of the story in the problem, difficulty remembering the principles and properties of colloid systems and difficulty in preparing a problem solving plan.
 - c) Resolving Problems According to Plan
In this indicator, the difficulties that students experience are difficulty remembering the principles and properties of colloid systems, not being able to explain answers concisely, having

difficulty arranging words, and not understanding the content of the questions.

d) Looking Back

In this indicator, students tend to have difficulty in determining confirmation of their answers, they don't know what to write in this step because they feel they have answered everything asked for in the question.

5.2 Suggestion

Based on the conclusions, the researcher proposed several suggestions that could be put forward to:

1. For Educators

Educators must pay attention to students' abilities in solving problems in stages and develop question forms that are used as measuring tools, so that educators know the extent of students' problem solving processes regarding the concepts being taught. Educators must also be more creative in creating story questions related to everyday life, so that students' knowledge increases and their imagination can develop.

2. For Students

Students must read more, so that students' knowledge and insight can develop. Reading daily newspapers or other things can provide knowledge or insight into everyday life. Students with poor cognitive abilities must be more motivated in studying chemistry, especially regarding things that are always related to everyday life so that they can develop students' cognitive abilities.

3. For Other Researchers

If you want to conduct similar research with students in the very high, high, fair, low and very low categories, you should first study the learning process they experience to make it easier to apply learning methods in research.