CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the research and discussion that has been given, the following conclusions are determined:

1. Hypothesis testing was performed using statistical tests, specifically the 1-Tailed Independent T-Test test, which yielded a significance level of 0.000. The significance level of 0.000 < 0.05 indicates that Ho is rejected and Ha is accepted. The average rise in students' HOT literacy skills (gain) in the experimental class is 66% more than the increase in students' HOT literacy skills (gain) in the control class, which is 34% on solar system content.
2. The C4 reasoning cognitive part of HOT Literacy is the most developed in this study using the discovery learning method. This is supported by the results of the calculation of the proportion of HOT Literacy cognitive components, which are 78% for the C4 reasoning aspect, 62% for the C6 reasoning aspect, and 52% for the C5 reasoning aspect.

5.2 Suggestions

Based on the research results, discussion, and conclusions offered, the researchers make the following suggestions:

1. Teachers are reminded to use the discovery learning model as one of several methods to increase students' HOT literacy abilities, particularly in junior high school solar system lessons.
2. The results of this study can serve as a reference for future researchers conducting similar research with various materials. The existing study may be expanded by including other variables in order to increase student learning outcomes to a higher quality.
3. For further research to develop learning video about the solar system material to improve students' HOT literacy.