

CHAPTER V CONCLUSION

5.1 Conclusion

Based on the results of research and discussion that has been done, researchers only focus on analyzing the location of students in doing the tests given. The following results are the conclusions:

1. Mathematical Prior Knowledge in classification (Low,Medium,High) in solving *Higher Order Thinking Skills* (HOTS) questions

Students' ability to show that students' ability to solve HOTS type problems is still low. This is because students still have difficulty in completing questions of analysis, evaluation and creating where to solve the problem assessment skills are needed and students' knowledge to design ways to solve questions and make new steps that have been stated previously, that indicator *Higher Order Thinking Skills* (HOTS) questions there are three, namely analysis, evaluation, and creating. After conducting the research, it was found that in the analysis there was a percentage of students who answered most of the questions on the indicator. This shows the answer scores of 36 students of class XII MIA 2 in solving questions number 1 only reached 44.00%. Likewise for other questions, so the score of students' answer questions in question number 2 is 26.94%, question number 3 is 50.83%, question number 4 is 33.33%, problem number 5 is 48.05%. Based on the analysis of students' answers to class XII MIA 2 in solving mathematical questions where students can understand the problem and have not been fully able to plan exactly what students will do to solve problems correctly and correctly.

2. Factors that cause student to be wrong in solving *Higher Order thinking Skills* (HOTS) questions

Factors that cause students to answer questions of higher-order thinking can be seen from the results of data processing questions, observations, questionnaires and student interviews. From the results of data processing

questions obtained by the error factor in the form of a lack of student research in the processing of questions. From the results of observational data obtained by an error factor in the form of students' initial mathematical ability is low and the process passed when the test is not optimal. And from the results of the questionnaire and interview data, it was found that errors in the form of students 'lack of understanding of the problem, incompleteness in reading questions and lack, lack of understanding of the concept of phythagoras, circles, angular rules in circles and parents' attention.

5.2 Suggestion

1. Teachers are expected to know to solve mathematical problems with the type of Number so that they can design and do learning that can improve these abilities. In addition, to improve students' ability to solve HOTS mathematical problems, teachers must provide more similar assignments or practical questions. Teachers are expected to plant material concepts well and coherently, as well as in terms of planting concepts about strategies to solve mathematical problems. The teacher is expected to familiarize students with mathematical questions in a coherent way from understanding the problem solving planning problem, implementing the plan, and reviewing the truth of problem solving. So that when students find various math problems students solve them properly and correctly.
2. Students are expected to practice working on mathematical problems from HOTS type questions, especially questions with a creative level (C6) and in the form of contextual questions or questions relating to everyday life. This is so students are used to being able to solve various math problems. Students are expected to be accustomed to solving questions in a coherent way from understanding problems, planning solutions, implementing plans, and reviewing the truth of problem solving.
3. For research like this, observations must be made on classroom learning. This is so that researchers know the development of student learning. But

if that cannot be done, it is best to interview several students about the learning process that has passed or borrow student records. For further research, the results of this study can be used to design learning models or strategies aimed at improving students' ability to solve mathematical type problems from understanding questions, planning solutions, implementing plans, and reviewing the truth of problem solving. For research like this, observations must be made on classroom learning. This is so that researchers know the development of student learning. But if that cannot be done, it is best to interview several students about the learning process that has passed or borrow student records. For further research, the results of this study can be used to design learning models or strategies aimed at increasing students' ability to solve HOTS mathematical problems and mathematical prior knowledge problems, because there are students who are low on Early Knowledge but are able to be on the HOTS test and students who are medium on Early Knowledge as Mathematics but are high on the HOTS test.