

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the description, the conclusions that can be drawn are as follows:

- 1) The development of Critical Thinking skills instruments for high school students is carried out through the following steps, starting from the defining stage by conducting a preliminary study covering the analysis stage starting from the field study and preliminary study. The product design phase begins with compiling the problem grid, compiling the questions, compiling the answer key, and design validation. The next stage of development includes pre, small scale trials and large scale trials. The first stage is tested on a small scale, then analyzed and implemented in a large scale test.
- 2) The form of instruments of critical thinking skills that are relevant for static fluid material are in the form of assessment instruments that can measure critical thinking skills that contain indicators of critical thinking skills, and in the level of bloom taxonomy C4-C6. Assessment instruments can be formed multiple choices and essay tests, in this study multiple choice tests.
- 3) Characteristics of critical thinking instruments based on empirical data obtain validity values from research instruments in the form of multiple choice tests expressed in either category. Multiple choice test reliability is in the good category. Questionnaire sheets are declared reliable because they have Alpha Cronbach > 0.70.

5.2 Suggestion

The preparation of these critical thinking skills assessment instrument products has several limitations including, the types of instruments developed only use multiple choice tests. Limitations on the use of indicators of critical thinking and problem solving, do not use all indicators, but only take

indicators in accordance with research, and the types of instruments developed are still in the multiple choice type so that it still gives an impression on the student test like a normal test. For other researchers, if they are going to conduct research of the same type, it is recommended to improve the limitations of this research, which is to add the type of thinking skills that will be developed in the assessment instruments, make questions more interesting for students and add to the object of the implementation phase test



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