CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Based on the research that has been done, it can be concluded that:

1. The higher order thinking skills of Biology Education 2018 students in the Animal Physiology course when viewed from the score of the test results is in moderate level.
2. The higher order thinking skills of Biology Education 2018 students in the Animal Physiology course when viewed from the cognitive domain, in analyze (C4) is in high level, in evaluate (C5) is in moderate level and in create (C5) is in moderate level. ANOVA test also showed that H0 is rejected, it can be concluded that there is an average difference between the values of C4, C5 and C6.
3. The students' responses to difficulties in working on HOTS questions are that students difficult to understand the questions and translate the meaning of the questions, the most difficulties experienced by students are in designing experiments, formulating problems, making flow diagrams and making mind maps.. Thus, it can be seen that the ability of Biology Education students in solving HOTS type Animal Digestive System questions needs to be improved, especially at the C5 and C6 levels.

5.2. Recommendation

Based on the conclusions that have been taken, the suggestions that the author will convey are that they should be explored more deeply about the causes of the low C6 or creative aspects, so that they can be input and improvement in learning after this. Thus, it can be seen that the ability of 2018 Biology Education students in solving HOTS type Animal Digestive. System questions needs to be improved esespecially at the C5 and C6 levels. Based on the research that has been done, students have difficulties in understanding questions and translating questions, it is better if in class the lecturer provides lessons on how to understand HOTS questions and how to translate HOTS questions. Lecturers should more often give HOTS questions and discuss HOTS questions with students, so that students are more trained and accustomed to understanding questions and working on them.