

## **CHAPTER V**

### **CLOSING**

#### **5.1 Conclusion**

1. The mathematical reasoning abilities of students who were taught using the open-ended approach assisted by kahoot demonstrate superiority in comparison to those of students who were taught using the direct instructional model. This is proven by the result of independent sample T-test result which shows the value  $\text{Sig. } 0.038 < 0.05$ . Thus, there is an effect of using the Open-ended approach assisted by the Kahoot application on students' mathematical reasoning ability.
2. The employment of the open-ended approach, facilitated by the Kahoot application, has been demonstrated to exert a substantial moderate effect on students' mathematical reasoning abilities. This can be seen from the calculation results of Cohen's, where the effect size obtained is 0.51.

#### **5.2 Recommendation**

1. Students are expected to be more active in participating in mathematics learning with an open-ended approach, particularly in expressing ideas, trying various solution strategies, and providing reasons for their answers. Student activity in each stage of learning will help improve mathematical reasoning skills and a deeper understanding of concepts.
2. Future researchers are advised to further examine the application of the open-ended approach to different mathematics materials or at other levels of education.
3. Teachers are advised to provide more intensive attention and guidance to students during the learning process using an open-ended approach. Teachers' attention is needed to ensure that the ideas and solutions proposed by students remain within the correct mathematical concepts.