

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

After conducting this study, the conclusion that can be reached is as follow:

1. The development of assessment tool to measure CPS skill went through 4 stages, the preparation stage, the development stage, the testing stage, and the final stage. The assessment tool has to be based on previous study, which is CPS assessment in PISA 2015, where the competencies provided were translated into test items. The assessment procedure for the tool chosen was Einstein Riddle. Then the application housing the instrument was developed. The CPS assessment rubric and assessment tool was then tested its' validity and readability through expert judgments and empirical field testing. Revisions were then done based on the result of the testing. The assessment tool can be used after deemed valid and readable.
2. To measure the CPS skill using this assessment tool, the students has to be divided into groups of three, open the software containing this instrument, and record the whole process of each group working on the instrument. The teacher who measures the CPS skill has to observe the recordings, and fill the rubric provided for each group. The instrument developed in this research was based on CPS competencies developed in PISA 2015. The result of the assessment was shown in a qualitative manner. The assessment tool was made for Windows on PC to be accessible and easily sharable.
3. The expert judgments of logical thinking assessment regarding the CPS assessment rubric determines the average score of the instrument validity was 91.67%. The score indicates that the instrument is valid and fall into the "Very Good" category. While for the application, based on the expert of ICT of science teaching media, the readability of the application was 85.18% which falls under the category of "Very Good". And for the readability, according to junior high school students, the average score for

the readability of the application is at 68.19% which falls under the “Good” category.

5.2 Recommendation

There are some recommendations for a future study regarding the measurement of Collaborative Problem-Solving Skill as follow:

1. The result of this assessment is fairly based on the descriptive answer. It would be better if the rubric was made so that the answer could be quantified, similar to the research in PISA 2015 by OECD.
2. The application housing the instrument is still very underdeveloped, there is no save button for the last scene, and the compatibility of the application is still low. Further studies are expected to solve these problems and improves the quality of both application and the instrument.

