

## Improving Critical Thinking and Cooperation Skills Using Clear Learning Models and TTS Media in Primary School Students

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### ABSTRACT

The problem in this research is the low critical thinking skills and low student cooperation. This is because learning is abstract and students are used to learning individually. The aim of this research is to analyze the improvement of students' critical thinking and collaboration skills using the BENING model and TTS media. This research used classroom action research (PTK) which was carried out in 3 meetings. The subjects of this research were 13 class V students at SDN Hilir Mesjid Barito Kuala, consisting of 7 male students and 6 female students, in the second semester of the 2023/2024 academic year. The results of this research show an increase in critical thinking skills of 85%. Meanwhile, cooperation obtained 92%.

### Introduction

Indonesia is now entering the era of industrial revolution 4.0, which is characterized by technological integration that unites the boundaries between physical, digital and biological spaces. This era marks a shift from activities that are limited physically in geographical locations to activities that are increasingly carried out digitally (Rahayu, 2021). Education is a means to enable humans to develop into individuals who have a global understanding. Based on Law no. 20 of 2003 explains "Education is a deliberate and planned effort to build a learning environment and learning process that allows students to actively develop their potential in terms of spiritual strength, self-control, character formation, increased intelligence, good behavior, and skills that are useful for themselves themselves, society, nation and state." Education must adapt to rapid technological developments in the industrial revolution 4.0 era, by utilizing information and communication technology as modern tools that support the teaching process (Radiansyah & Amalia, 2022). The 21st century is recognized as the era of knowledge because it has lasted for two decades and focuses on relevant knowledge and skills. The 21st century learning approach is integrated in the 2013 Curriculum. 21st century learning is defined as a learning approach that helps students develop 4C skills. Learning in this era emphasizes the need for students to have skills in solving problems. The application of the 4C principles in the learning curriculum has a significant impact on the nation's future generations. 21st century skills, known as the 4Cs, include critical thinking as well as problem solving, communication, collaboration, as well as creativity and innovation. Practically, the 4C concept is described in four categories of action, including ways of thinking, including creative, innovative, critical activities, solving problems, making decisions, and pro-active thinking. Work methods, including communication, collaboration and teamwork skills. Lifestyle as a global and local citizen. Means for developing 21st century skills include information technology, digital networks, and literacy (Noorhapizah & Pratiwi, 2021).

A high-quality elementary school is an institution that really pays attention to the learning methods used. Effective teaching is not only focused on the teacher ( *teacher center* ) but must be student-centered ( *student center* ) where students can be active in solving challenges in the learning process. Therefore, students are expected to be able to develop independence and explore creativity in exploring new knowledge, which creates a more meaningful learning experience (Rozi, 2020) . In the learning process, the teacher acts as a motivator and facilitator. Because, it is crucial for teachers to plan social studies learning so that students can develop skills in solving social problems

(Sukirno, 2015). Social Sciences is an integrated combination of concepts and skills from various fields such as history, geography, sociology, anthropology and economics, which are simplified, adapted, selected and modified in one study material. One of the objectives of studying Social Sciences according to the 2006 Ministry of National Education curriculum is so that students can: (1) understand concepts that are relevant to community life and the environment; (2) develop basic skills in thinking logically and critically, being curious, applying inquiry methods, solving problems, and adapting to the social life of society; (3) Have determination and understanding of the principles of togetherness and empathy; (4) develop communication, collaboration and competition skills (Meilana et al., 2020). In learning, students are guided towards learning by direct involvement with the environment around them and an approach that encourages the search for their own experiences. It also fosters harmonious collaboration among peers based on individual interests and skills while encouraging the development of cognitive understanding and critical thinking skills as well as all other aspects of personal growth for each student. This can make learning activities more meaningful and enjoyable for students (Rahayu et al., 2019). According to Halpen critical thinking involves the use of cognitive skills or strategies to set goals. This process includes steps to consider and refer directly to the goals that have been set. Thinking skills must be improved to solve problems, draw conclusions, evaluate various options, and make decisions effectively in appropriate contexts and situations (Ariyati et al., 2021). According to Ennis, critical thinking skills are grouped into 5 aspects of indicators of critical thinking skills, namely: 1) Providing simple explanations (including focusing on problems, analysis of arguments, questions and answers, classification, and composing challenging questions), 2) Building basic skills (evaluating source trust, observation, and assessing the results of observations), 3) Carrying out inferences (composing deductions and evaluating the results of deductions, making decisions and evaluating the results), 4) Providing further explanations (includes determining the meaning of words and evaluating definitions, recognizing assumptions), 5) Organize strategies and techniques (plan and determine actions, convey arguments verbally and in writing) (Sani, 2018).

In addition, the teacher's role in the learning process must include creating interesting learning and encouraging greater student participation in the continuous learning process. In order to effectively complete the tasks assigned by the teacher, students must be able to work cooperatively in groups or alone, as well as be independent, confident and accountable. According to Aunurahman in Rekysika "cooperation is something that inevitably occurs on various occasions, in various communities and forms of activity". Humans can more easily overcome problems that need to be addressed by working together (Nasution, 2021). Cooperation is a collaborative skill with colleagues/in a team, a collective effort between individuals or groups to achieve a common goal. It is important to stimulate cooperative attitudes from an early age, hone children's sensitivity, develop communication skills, responsibility, collaboration, and skills to complete tasks together for the common good. Collaboration indicators include 1) Every student wants to join and interact with their group, 2) Responsibility in completing assignments, 3) Helping each other and assisting each other in the group. Apart from the collaboration that must exist in learning, this will also affect social studies learning outcomes (Sulaeman et al., 2023). But the reality is not supported by facts. Based on the results of observations and interviews with the class V teacher at SDN Hilir Mesjid, namely Mrs. Tuti Auliyah, S.Pd.I, S.Pd. that almost 60% of students' critical thinking skills are low, such as analyzing a problem, determining the truth, finding connections between the material studied and everyday life. This is caused by learning that is abstract in nature and has an impact on students, namely difficulties in understanding social studies learning material. Apart from that, there is also 50% low student cooperation, such as some students do not accept the groups that have been formed by their teachers, do not involve themselves in working together in groups, cannot share tasks, do not help each other and compromise and are embarrassed in expressing opinions. This is because students are used to studying individually and the impact is that students are not optimal in groups.

Based on the problems that occurred above, the solution taken is to use a learning model that supports students in discovering knowledge and applying skills during the learning process, namely the Bening Learning Model which is an acronym for *Problem Based Learning* (PBL) combined with *Numbered Head Together* (NHT) and Media. Crossword Puzzle (TTS). The clear learning model has the meaning of coolness, with the hope that coolness will always color every student in their steps, in their journey to make the world of education a success, thereby giving birth to a lot of success in students. This coolness in life teaches students not to worry about small things. However, students are pioneers of progress and change. The main model applied is the *Problem Based Learning learning approach*. With the *Problem Based Learning model*, it is hoped that the teaching and learning process will focus on students. This learning model is based on problems that can encourage students to work together in a group, find solutions, and develop critical thinking skills to solve problems. *Problem Based Learning* is a model that challenges students to collaborate in groups to find solutions to the problems they face (Radiansyah & Amalia, 2022). The application of *Problem Based Learning* as a learning model places students at the center of the learning process. This hands-on engagement allows students to build new knowledge, through learning experiences and the practice they develop while overcoming the challenges that come their way. In this learning framework, collaboration between students will be encouraged during the group learning process, with the aspiration of strengthening self-confidence

and encouragement in learning. This aspect is expected to encourage increased student learning achievement and achievement of learning objectives (Marcheti et al., 2021).

By combining a learning framework with effective learning strategies, students can learn to achieve learning goals. In implementing the *Problem Based Learning learning model*, it can be combined with the *Numbered Head Together learning model*, namely a collaborative learning approach that emphasizes student responsibility individually and in groups in mastering the material presented. This initiative ensures students actively participate in the teaching process and ultimately develop their learning outcomes (Haliq et al., 2022). In *Numbered Head Together*, students will work together in groups differentiated by numbering on their heads. This encourages students to be able to overcome the challenges or problems they face more effectively. In this context, each individual in the group has equal responsibility for the number they own. This is because each member has the same opportunity to convey the results of their group discussion. So that there is no more learning by watching and teachers are able to get to know the students' characters in group divisions (Sutrisno & Kamaruddin, 2018). In implementing interactive learning, teachers need to use learning models combined with technology-based and interesting learning media. Learning media becomes a tool for teachers to convey data to students more effectively during the learning process. Crossword media uses a grid of empty boxes consisting of several rows and columns, both descending and horizontal, where students are asked to fill in the boxes with words that match the instructions or questions given. Media is designed to challenge students, encourage their creativity, and increase motivation to solve the difficult problems presented. Through this approach students will be more motivated to learn and participate actively in the learning process. This can reduce students' difficulties in understanding learning material (Hidayati & Indrawati, 2022).

### Research Methodology

The type of research used is Classroom Action Research (PTK). Classroom action research is research conducted in the context of social situations and aims to improve the quality of action in social situations. This method involves deliberately observing activities that occur in the classroom with the aim of improving (Hendriana & Afrilianto, 2017). This classroom action research was carried out at SDN Hilir Mesjid Barito Kuala which is located at Hilir Mesjid Village, Anjir Pasar District, Barito Kuala Regency, South Kalimantan. In class V for the 2023/2024 academic year with a total of 13 students. The research was conducted on social studies subjects. The factors studied include critical thinking skills as measured by a 5-aspect observation sheet and cooperation as measured by an observation sheet of 3 aspects. The type of data obtained in this research is qualitative data in the form of data on critical thinking skills and student collaboration in learning activities using a combination of the BENING model and TTS media. Success in implementing PTK can be measured. Based on the results of observations, students' critical thinking skills and collaboration, both in groups and individually, are visible. Improving students' critical thinking skills during the learning process can be considered successful if students' critical thinking skills reach a certain score with a score range of  $\geq 17$  with the criteria "Very Critical Thinking" and in general it can be said to be successful if the percentage of students is  $\geq 76\%$  with the criteria "Most Students Think Critical". An increase in individual student cooperation is said to be successful if the minimum student score reaches a score of  $\geq 12$  with the criterion "Very Collaborative" and classically it is said to be successful if the percentage of students is  $\geq 76\%$  with the criterion "Most of the Students Cooperate".

### Results and Discussion

Based on the results of observations of critical thinking skills at meetings I, II and III, it can be seen in the following table:

**Table 1. Comparison of the Results of Students' Critical Thinking Skills for Meetings I, II and III**

Critical Thinking Skills	Score	Percentage	Category
Meeting 1	5	38%	A Small Number of Students Think Critically
Meeting 2	8	62%	Most Students Think Critically
Meeting 3	11	85%	Most Students Think Critically

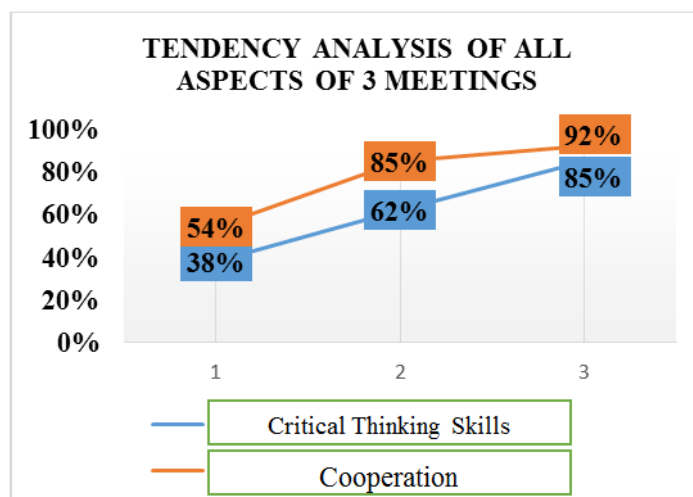
Based on the table above, it shows that the increase in students' critical thinking skills in each meeting can be seen by obtaining scores from each activity carried out. The first aspect, namely explaining in simple terms. In this aspect there has been an improvement because the teacher has made a good effort when provoking students to ask questions while providing direction to determine solutions so that students think more at a higher level. This is in line with students' activities in listening to the presentation of learning media in the form of videos and TTS media. Aspect two, namely students are able to build basic skills. This aspect has increased because teachers have tried to encourage students to pay attention to the suitability of sources and consider their skills in answering questions. This is in line with student activities looking for data, materials or equipment needed to handle issues. The third aspect is

that students make conclusions. This aspect has increased because teachers have tried to direct students to understand the material first so they are able to determine the results of considerations based on the application of facts. This is in line with student activities in the aspect of students making learning conclusions. The fourth aspect, namely students are able to make further explanations . This aspect has also increased because the teacher has tried to provide right and wrong examples regarding a phenomenon or solution to a problem and the teacher also guides students to explain findings with simple sentences that are easy to understand . This is in line with student activities in the aspect of students formulating problems contained in TTS media. The fifth aspect, namely students are able to organize strategies and techniques . There has been an increase in this aspect because teachers have tried to ask questions and answers with students regarding determining the right solution to a problem and guiding students to exchange ideas with each other. This is in line with student activities in developing the results of investigations or presenting the results of group work. The observations related to the results of collaborative observations at meetings I, II and III can be seen in the following table:

**Table 1** Comparison of Student Collaboration Results from Meetings I, II and III

Cooperation	Score	Percentage	Category
Meeting 1	5	38%	A Small Number of Students Cooperate
Meeting 2	9	69%	Most Students Work Together
Meeting 3	12	92%	Most Students Work Together

Based on table 1.2, it shows that the increase in student cooperation in each meeting can be seen by obtaining scores from each activity that has been carried out. The first aspect is that every student wants to join and interact with their group. In this aspect there has been an increase because of the teacher make good efforts in directing students to differentiate between friends and directing students to carry out tasks that have been divided by their groups. This is in line with student activities in the aspect of dividing students into heterogeneous groups. Aspect two, namely having responsibility in completing tasks. This aspect has improved because teachers have made efforts guide students to students to discuss with each other their group members so that the assignments that have been given are completed more easily and quickly. This is in line with student activities in the aspect of students in groups formulating problems that exist using TTS media. Aspect three, namely helping each other and assisting in groups. This aspect has increased because teachers have tried to tell students to always respect the opinions of their group friends and be confident in their opinions.



**Picture 1.** Trend Analysis Graph at Meetings I, II and III

The graphic image 1.1 above shows an increase in students' critical thinking skills during 3 learning meetings. At meeting I the percentage was 38%, increasing at meeting II to a percentage of 62%. At the last meeting or called meeting III there was an increase with a percentage of 85% exceeding classical completeness  $\geq 76\%$ . And shows an increase in student cooperation during 3 learning meetings. At the first meeting with a percentage of 54%. Furthermore, it increased again at meeting II with a percentage of 85%. At the last meeting or called meeting III there was an increase with a percentage of 92% exceeding classical completeness  $\geq 76\%$ . If you look at the graph above, you can see that there is a relationship between critical thinking skills and student collaboration. So it can be assumed that the better the activities or actions carried out by the teacher in learning, the better the students' critical

thinking and collaboration skills will also improve. The discussion is studied based on the problem formulation created and based on the results of observations of students' critical thinking skills and collaboration on social studies learning content using the BENING model and TTS media for class V students at SDN Hilir Mesjid Barito Kuala which can be explained as follows:

### *Critical Thinking Skills*

Based on the data findings presented above, it can be seen that students' critical thinking skills in social studies learning using the "BENING" model and TTS media for class V students at SDN Hilir Mesjid Barito Kuala have increased at each meeting. This increase in students' critical thinking skills shows that the "BENING" model and TTS media have been successfully implemented. Critical thinking skills in the learning process are very necessary to form students' critical analytical skills in learning, can analyze problems and easily solve problems in learning. Therefore, developing students' critical thinking skills in learning is an effort to improve learning outcomes. The first indicator is providing a simple explanation, appearing in the first step of the CLEAR learning model. This is in line with research by Ananda & Agusta (2023) which explains that one of the indicators of critical thinking is questioning skills. By asking questions, a person can obtain information about what he wants to know and expand his knowledge. Therefore, asking questions is an important skill that needs to be developed and honed. Agree with Suriansyah et al. (2021) skills that support critical thinking are problem solving skills. Students are able to carry out in-depth analysis of problems starting from asking about contextual matters, then, they can solve them with rational and logical solutions. With these skills, a person will have an adequate understanding of reality and the desire to solve problems directly and precisely. The second indicator is building basic skills, appearing in the fourth step of the BENING learning model. This is in line with research by Ananda & Agusta (2023) which states that students who have high critical thinking skills will collect and organize information from several sources. Also in line with what was stated by Hartati et al. (2020) stated that critical thinking skills start with students playing an active role in finding knowledge, concepts, theories and conclusions.

The third indicator is making conclusions, which appears in the seventh step of the CLEAR learning model. This is in line with research by Ananda & Agusta (2023) which states that students who have critical thinking skills can draw conclusions from their knowledge, use information to solve problems, and they can look for appropriate sources of information to support problem solutions. In line with this, Ningsih & Pratiwi (2023) state that critical thinking is a mental process that involves conceptualization, application, synthesis, and evaluation of information obtained from various sources such as experience, reflection, observation, communication/thinking, which is the basis for make decisions directly. Therefore, if a student's critical thinking skills are low, then the student's learning outcomes will be low too. Whether learning is said to be successful or not is determined by student learning outcomes because learning outcomes are something that plays a very important role in a learning process. Students who have analytical thinking skills are able to solve problems, ask and answer questions, carry out analysis, and draw conclusions. The fifth indicator is arranging strategies and tactics, appearing in the BENING learning model steps. This is in line with research by Ananda & Agusta (2023) which details that indicators of critical thinking skills can be divided into five categories of thinking skills. The five indicators of critical thinking include: Basic clarification (providing a simple explanation), Basic support (building basic skills), Conclusion drawing (summarizing), Advanced clarification (providing a more in-depth explanation), and Strategy and tactics. In line with the opinion of Prameswari & Cinantya (2023) stated that strategy and tactics are an indicator of critical thinking skills which are measured by a teacher who has the skills to develop a learning system that fosters enthusiasm and enthusiasm for the subject among students. This system must also prevent students from feeling bored during the learning process. In line with Bruner's opinion (Prameswari & Cinantya 2023) states that students make their own efforts to find solutions to problems along with related knowledge, resulting in significant understanding. Therefore, teachers are needed to provide students with communication skills. To communicate and participate, students need to have good communication skills, including expressing disagreement and refuting opinions politely without cornering others.

Based on this description, it can be concluded that critical thinking skills are very important. In agreement with Handika (2018) , critical thinking skills greatly influence students so that they can achieve good achievements at school. Critical thinking skills are formed not evenly alone but by honing knowledge, learning experiences, learning activities using all the senses as well as learning that is interesting and not boring. Furthermore, this is in accordance with the opinion of Maqbullah et al. (2018) stated several characteristics of students in critical thinking, namely skills to understand the logical relationship between ideas and organize ideas briefly and accurately, skills to recognize, formulate and evaluate decisions, skills to identify inconsistencies and common errors in reasoning, skills to analyze problems in a structured manner, as well as the skills to recognize the relevance and significance of these ideas. All of this arises during the learning process. Critical thinking skills are important because they can train students' skills in evaluating information critically and objectively, with the aim of making the right decisions. Aprina et al also agree . (2024) stated that in handling situations, critical thinking skills are very important because

they are needed to formulate appropriate decisions. Critical thinking is a key element of higher level thinking and has a very vital role in the learning process. The relationship between critical thinking skills in social studies learning using the "BENING" learning model and TTS media which is an acronym for *the Problem Based Learning* (PBL) and *Number Head Together* (NHT) models in this learning is that students are able to provide explanations that are easy to understand, hone basic skills, make conclusions, provide further explanations, and develop strategies and tactics.

In the opinion of Agustin & Kristin (2023) stated that the *Problem Based Learning model* trains to encourage students' higher level thinking by providing stimulus in the form of problems, it is hoped that students can overcome these challenges so that their skills in understanding the material or learning can improve. The *Problem Based Learning* learning model begins with presenting a problem which then encourages students to actively seek solutions to the problem. *Problem Based Learning* is an approach that focuses on using real problems as a learning method. Collaboration in solving problems is the main goal of this learning model. Another advantage according to Mahardika et al. (2018) that *the Number Head Together model* can increase students' understanding, train their responsibility, and arouse curiosity. The reason for choosing the Number Head Together model was an effort to change a learning that was less meaningful, learning that was based on abstract teacher instructions. The Numbered Head Together (NHT) model as a supporting model, allows students to share ideas and consider the most appropriate answers. Apart from that, the use of learning media can also improve students' critical thinking skills with TTS media. In agreement with Syifa & Supriatna (2022), they show that the use of crossword puzzle learning media has a positive impact on students, helping them easily understand the material presented by the teacher, encouraging discussion between students, and fostering participation and critical thinking during learning sessions. Based on the description, which has been explained previously and the opinions of experts, it is stated that using the "BENING" model and TTS media can improve students' critical thinking skills in the learning process so that learning objectives are achieved optimally. This is also supported by previous research, namely: Ayuni & Noorhapizah (2023) ; Rahman & Aslamiah (2022) ; Noor & Cinantya (2023) ; Listiasari et al. (2023) ; Wahdaniyah et al. (2023) ; Setiawan et al. (2023) ; Permana (2016) ; Saputri (2020) through the use of the *Problem Based Learning model* , *Number Head Together* and TTS Media can improve students' critical thinking skills in the learning process. This is because students are invited to be active and effective in building understanding and applying it in solving problems, as well as being able to answer relevant questions related to the material.

### *Cooperation*

Based on data analysis on student collaboration in social studies learning using the "BENING" model and TTS media, class V students at SDN Hilir Mesjid Barito Kuala have experienced an increase in each meeting. This increase in student cooperation shows that the "BENING" model and TTS media have been successfully implemented. Collaboration in the learning process is very necessary to form students who are social, not selfish in choosing groups and accept each other's differences of opinion and unite opinions into one following several indicators of cooperation: The first indicator is that each student wants to join and interact with their group, which appears in the third step of the BENING learning model. This is in line with what Ananda & Agusta (2023) stated: collaboration between a group of people working together to complete a task. Cooperation is based on similar goals. The advantages of working together in a group include sharing ideas between group members, increasing the efficiency of completing tasks, reducing the burden on individuals, and being able to share task costs fairly without discriminating against each other. The second indicator is the existence of responsibility in completing assignments, which appears in the BENING learning model and TTS media. This is in line with what Ningrum (2018) stated : cooperation skills can be seen through students' actions in helping fellow group members (explaining to members who do not understand), each member taking part in solving problems until reaching an agreement, each group member taking turns and sharing tasks, and continue their responsibility in completing assignments, and other students to participate in group assignments. Also in line with what was stated by Pratiwi et al. (2018) one of the criteria for collaboration skills is participating in carrying out tasks.

The third indicator is helping each other and assisting in groups, which appears in the BENING learning model and TTS Media. This is in accordance with what was stated by Puspitasari et al. (2019) collaboration skills between students is one of the skills that can connect other skills such as critical thinking, motivation, and metacognition, so that students' skills in working together are very important in the learning process. Student involvement in collaborating in a group and sharing information, and supporting each other in completing assignments. This is strengthened by the statement from Narsan (2021) which states that one of the indicators of collaboration skills is demonstrating collaborative skills in groups effectively and with mutual respect. Based on this description, it appears that collaboration in learning is very important because it can stimulate students to actively participate and interact with group members, show a sense of responsibility in completing assignments, and support and help each other in the group. Agreeing with the opinion above, Triana (2018) stated that student learning collaboration involves



deliberate activities to achieve certain goals and involves more than three people in group efforts. When students collaborate in completing a group assignment, support, advise and inform their group friends who need help. This is why collaboration is so important. This means that students who collaborate will understand the material better and have enough knowledge to explain it to others who don't understand it. The learning process in school will not be successful without student cooperation, and learning objectives will ultimately not be achieved. Given the importance of student collaboration in the classroom, this mindset needs to be fostered. Collaborative relationships in social studies learning use the "BENING" model which is an acronym for the *Problem Based Learning* and *Number Head Together models* as well as TTS media in the learning process can provide solutions in cases where students are willing to accept shared groups, interact with each other with their groups, there is a sense of fullness. responsibility in completing tasks, helping fellow members, and respecting any differences in group opinion.

The advantage of this PBL model is that it can also improve cooperation, this is also in line with the opinion of Yuliana & Winanto (2022) that PBL is a teaching method that invites students to solve challenges independently. In this case students can solve a real problem. *Problem Based Learning* (PBL) emphasizes the use of communication, collaboration and resources to develop ideas and reasoning skills in students. This PBL model can increase learning motivation and collaboration in a group, making learning more interesting and enjoyable. The advantages of this NHT model stated by Spencer Kagan (Nurfadilah et al., 2019) are 1) students are prepared, 2) discussions are carried out seriously, 3) students who have skills can help others, 4) students communicate to answer questions, and 5) no one dominates. From this, it is hoped that students will be able to discuss to find solutions, improve cooperation and learning outcomes in the learning process for each student. The advantage of TTS media is that it can increase student cooperation in the learning process. This is in line with the opinion of Ayuni & Noorhapizah (2023) who state that this media has the advantage of being able to trigger students' curiosity, help them find answers, and focus on the problems being discussed. Therefore, teachers need to direct students to understand the concepts of the material in depth so that they can plan, implement and choose the right solution strategy when solving problems. Based on the description above that has been explained previously and the opinions of experts, it is stated that using the "BENING" model can increase student cooperation in the learning process so that learning objectives are achieved optimally. This is also supported by previous research, namely: Fajrin et al. (2021) ; Anggraini & Amberansyah (2023) ; Nur Faiqoh et al. (2023) ; Cahya et al. (2023) ; Khatimah & Noorhapizah (2023) concluded that the application of the *Problem Based Learning model*, *Number Head Together* and TTS media carried out by teachers in a lesson can increase cooperation among students.

## Conclusion

Based on the results of research on fifth grade students at SDN Hilir Mesjid Barito Kuala using the BENING model and TTS media in social studies learning, it was concluded that Critical Thinking and Collaboration Skills in social studies learning using the BENING model and TTS media increased at each meeting. Based on the research results that have been described, my suggestion is to add more *Power Point media Animation* in delivering material can increase students' enthusiasm for learning and their professional skills.

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