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Improving the Fifth-Grade Elementary Students' Learning Activity, Learning Outcome, Motivation, and Critical Thinking Skills Using the PROSOTAN HORAY Model

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Peningkatan Aktivitas Belajar, Hasil Belajar, Motivasi, dan Keterampilan Berpikir Kritis Siswa Kelas V SD Menggunakan Model PROSOTAN HORAY

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ABSTRACT

Abstract: *The research problem in this paper comes from students' low activity, motivation, critical thinking skills, and learning outcomes. This paper describes the improvement of learning quality through educator activities, students' learning outcomes, students' learning activity analysis, motivation, and students' critical thinking skills. The research uses Classroom Action Research (PTK), which was conducted in 4 meetings. The research subjects were 23 fifth-grade elementary students. The types of research data were qualitative and quantitative data. Qualitative data were obtained from observation of educators' activities, questionnaires on learning motivation, students' learning activities, and students' critical thinking skills. Quantitative data are obtained through individual written tests. The benchmark for research success indicates that the value is ≥ 82% or ≥ 75. Based on the research data findings and results, it can be concluded that teaching and learning activities by applying the PROSOTAN HORAY are able to provide an increase in motivation, activity, critical thinking skills, and learning outcomes for students.*

Keywords: motivation, learning activity, learning quality, critical thinking skills, prosotan horay, elementary students

Abstrak: Problematika yang terdapat dalam penelitian ini adalah rendahnya aktivitas, motivasi, keterampilan berpikir kritis, dan hasil belajar peserta didik pada pembelajaran IPS. Artikel ini mendeskripsikan perbaikan kualitas pembelajaran melalui aktivitas pendidik, hasil belajar peserta didik analisis peningkatan aktivitas peserta didik, motivasi, dan keterampilan berpikir kritis. Penelitian menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam 4 pertemuan. Subjek penelitian yaitu peserta didik kelas V Sekolah Dasar yang berjumlah 23 orang peserta didik. Jenis data menggunakan data kualitatif dan kuantitatif. Data kualitatif diperoleh dari observasi aktivitas pendidik, angket motivasi belajar, aktivitas peserta didik, dan keterampilan berpikir kritis. Data kuantitaif diperoleh melalui teknik pengukuran dengan tes tertulis secara individu. Tolak ukur keberhasilan penelitian yakni ≥ 82% atau nilai ≥75. Berdasarkan data temuan dan hasil penelitian ini, dapat disimpulkan bahwa kegiatan belajar mengajar dengan menerapkan model pembelajaran PROSOTAN HORAY mampu memberikan peningkatan terhadap motivasi, aktivitas, keterampilan berpikir kritis, dan hasil belajar peserta didik.

Kata Kunci: ***motivasi, kegiatan pembelajaran, kualitas pembelajaran, kemampuan berpikir kritis, prosotan horay, siswa SD***

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INTRODUCTION

The people of Era Society 5.0 are required to master technology, information and communication in order to transform for the advancement of education. Technologically balanced education currently demands the world of education to continuously improve the national education system, including in the improvement of the curriculum to create a society that is able to compete and adapt itself to the changing times. he existence of technological sophistication in the current era is expected to be able to answer questions about various aspects of human life, especially in the field of education (Rini & Sari, 2021). Educators must have some knowledge so that the integration of technology in learning can be carried out by educators optimally. he knowledge that educators must have is called TPACK (Teichnological Pedagical Cointeint Knoiwleidge).

According to (Suyamto et al., 2020) TPACK is a theoretical framework in understanding student knowledge related to the desire to integrate teaching material, pedagogical knowledge, as well as technological knowledge, in other words, through TPACK, educators will fully support the acceleration of learning imlearning along with supporting all the uses of technology in learning to achieve success in study. Success in the learning process can be seen from a number of changes, for example from students' knowledge, skills, values, and attitudes.

One of the subjects in elementary school that expects students not only to acquire knowledge, but also to be able to improve in terms of skills, values and attitudes is the subject of Social Sciences (IPS) (Yuniati, 2019). The ideal conditions for IPS subjects according to (Susanto, 2016), namely (1) Mastering concepts related to people's lives and their environment, (2) Having the basic ability to think logically and critically, curiosity, solving problems, and skills in social life, (3) Have commitment and awareness of social and humanitarian values, (4) Have the ability to communicate, cooperate and be cooperative in a pluralistic society, at the local, national, and global levels.

In fact, the learning process found in the field shows different things. Based on the results of an interview with Mrs. Maimunah, S.Pd, who is the homeroom teacher for class V SD on December 16, 2022, it was found that in the ongoing learning process, students do not involve themselves actively in social studies learning. This happens because of the learning motivation of the students who are still lacking in following the learning. The students are less enthusiastic in following the learning and the lack of curiosity of the students in the learning. In addition, in the learning process the students have not been able to balance critical thinking skills in the form of identifying problems and solving problems. The ability of students to analyze the material of problems is still lacking and needs to be honed again by the teacher, as well as students getting bored quickly and not being integrated in following the learning and teaching process. This is reinforced by the discovery of fifth grade student data for 2022/2023 in social studies courses, there are several times that the learning process is not complete and the student report scores often still have not achieved the expected results, so they need help from the values of the students' daily practice over the years. learning. The results of the daily exercises and daily tests of the students also showed that of the 23 participants consisting of 12 male participants and 11 female students, only 8 students or 35% achieved the KKM score. Supported by the scores from the test results of the prei teist test of material teaching types of business in class V, only 23 students were taught, only 2 students had a score of 75. Based on all the explanations above, it can be seen that the problem is caused by, (1) the learning process is less varied and does not involve students in the learning process, (2) in the learning process it does not motivate students to be passionate about learning, (3) students are less able to think critically because the learning process lacks the ability to hone students to be able to solve problems that given, (4) learning is monotonous and less fun for students so that learning outcomes are low.

If this problem is not addressed and left as it is without improving efforts to solve the problem, it will have an adverse impact on students where students will become passive in learning, students are

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less motivated in learning, students' critical thinking skills are less balanced, and learning is less enjoyable and the learning outcomes of students are beautiful and not as expected.

The alternative solution to the problem above is to use a combination of the PROSOTAN HORAY learning model which is a combination of three educational models namely Problem Bassed Learning, SAVI, and Course Review Horay. With the existence of this learning model, it is hoped that it will be able to increase activity, motivation, critical thinking skills, and student learning outcomes. The learning model Problem Basseid Learning is a learning model that promotes problem solving as the main step in this model. Problem-based learning model is a learning model that is focused on open problem solving. This model is not only the transfer of knowledge from the teacher to the students, but also the collaboration between the teacher and the students, as well as the students and other students to solve the problems discussed. It is hoped that this PBL model will be able to overcome the problems of students who cannot hone critical thinking skills in the form of problem solving.

The SAVI teaching model encourages students to be actively involved by combining physical movement and intellectual activity as well as directing students to seek various alternative information from various sources that they receive through the five senses (Indrawan et al., 2018). By using the SAVI learning model, it is hoped that students will be motivated so that students are active in learning because it involves body movements and other senses and is strengthened by intellectual abilities and skills that arise when learning is carried out.

The Course Review Horay (CRH) learning model is a fun learning model for students because in this model it is interspersed with entertainment in the form of cheers so that students will not get bored in learning. Because, in this model students are invited to play while learning to answer the questions presented in an interesting way by the teacher . It is hoped that through the use of this model it can overcome the problems of students who get bored quickly in following the lesson.

This research aims to describe student activities, analyze activities, motivation, and analyze critical thinking skills as well as the learning outcomes of fifth grade students at SDN Pendalaman Baru Marabahan in implementing the PROSOTAN HORAY learning model.

METHODS

Based on the presentation of the problems to be overcome, the researcher uses a type of class action research (PTK). Can be interpreted as "the process of studying learning problems in the classroom through self-reflection in an effort to prevent these problems by carrying out various planned actions in real situations and analyzing every effect of this behavior" (Sanjaya, 2016).

The issues raised in the class action research are factual problems that are actually encountered in the field, not engineered problems (Ni'mah, 2017). Therefore, this research aims to increase educators' activites in using the PROSOTAN HORAY model, analyzing the increase in activity, motivation, critical thinking skills, and learning outcomes of students in class V SD using the PROSOTAN HORAY model.

This classroom action research was conducted elementary school for the 2022/2023 academic year at semester genap. This research was conducted in 4 meetings over 2 weeks from March 7 2023 – March 17 2023. The research subjects were 23 students in class V, consisting of 12 male students and 11 female students. The factors studied in this study were teacher activities in describing the PROSOTAN HORAY model, analyzing increased activity, motivation, critical thinking skills, and student learning outcomes. Collecting data in this study using interviews, observation and thesis techniques. Qualitative data is data obtained from student learning motivation questionnaires, observation sheets of student learning activities, teacher activities, and critical thinking skills in carrying out learning using the PROISOTAN HORAY learning model. Meanwhile, quantitative data is data obtained from student learning outcomes using the PROSOTAN HORAY learning model.

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Data analysis was carried out in a range of 5 assessment criteria with indicators of success. Student activity achieved a score range of 22-28 very good criteria, student activity achieved a score range of 22-28, the criteria were very active, student motivation achieved a score range of 34-40, very high criteria, skill level Thinking critically, students achieve a score range of 13-16 with very skilled criteria and learning outcomes are considered successful if ≥ 82% of students achieve a score of ≥ 75 with very complete criteria.

RESULTS AND DISCUSSION

Results

This research was conducted during 4 meetings in grade V SD. In every meeting, students always do the best learning to achieve maximum results for their students. The reasons for this are described in the recapitulation table of student activities below:

Table 1. Educator Activity

Meeting	Score	Criteria
1	21	Good
2	22	Very Good
3	25	Very Good
4	27	Very Good

From the table above, it shows that every meeting that is carried out always has an increase in the score of the student activity, starting from meeting 1, which receives a score of 21, an interest rate of 75% with a good category, followed by meeting 2, which receives a score of 22, an interest rate of 78% with a good category. very good, meeting 3 got a score 25 89% assessment with very good category, then meeting 4 resulted in a score of 27 96% assessment with very good category. The improvement that occurs is a reflection that is carried out by the teacher in each meeting by looking at the deficiencies that occur when the learning process is taking place, so that in the end the teacher sees that there are deficiencies, the student does reflection by reflection so that in the end the student is able to achieve results. what is expected is to reach the category Very good. In the activity of the participants, the students also got an increase in meetings 1, 2, 3, and 4. This increase can be seen as follows:

Table 2. Observation Results of Student Activities

Meeting	Score	Criteria
1	48%	Enough Active
2	65%	Active
3	74%	Active
4	100%	Very Active

At meeting 1 the activity of students obtained 48% were in the quite active category, with a description of 2% less active, 43% quite active, 48% active, and 0% very active. Then, in meeting 2, 65% were in the active category with a description of 4% less active, 30% moderately active, 65% active, and 0% very active. At meeting 3 the activity of students obtained 74% were in the active category, with a description of 0% less active, 26% quite active, 48% active, and 26% very active. Then at meeting 4 the activity of students got 100% in the very active category, with a description of 0% less active, 0% quite active, 52% active, and 48% very active. Student activities are said to be

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successful if they achieve classical completeness ≥82%. This shows that the activities of the students at meeting 4 have reached indicators of success with the category being very active.

Then, based on the results of the analysis of the motivation of the students, the students also experienced a high increase in meetings 1, 2, 3, and 4. This increase is described through the table as follows.

Table 3. Observation Results of Student Motivation

Meeting	Score	Criteria
1	52%	High Enough
2	70%	High
3	78%	High
4	100%	Very High

At meeting 1, 52% of students' motivation was in a fairly high category, with a description of 4% less high, 43% high enough, 48% high, and 4% very high. At meeting 2 the motivation of students got 70% in the high category, with a description of 0% not high enough, 30% high enough, 61% high, and 9% very high. Meeting 3 student motivation gets 78% in the high category, with a description of 0% less high, 22% high enough, 52% high, and 26% very high. Then at meeting 4 the motivation of students got 100% in the very high category, with a description of 0% less, 0% high enough, 57% high, and 43% very high. In learning 1 to 3 student motivation cannot be said to be successful, because student motivation is said to be successful if it achieves ≥82% classical completeness. This shows that the motivation of students in meeting 4 has reached an indicator of success with a very high category. Furthermore, based on the results of the analysis of critical thinking skills also increased. This increase is described through the table as follows:

Table 4. Observation Results of Students' Critical Thinking Skills

Meeting	Score	Criteria
1	48%	Moderately Skilled
2	65%	Skilled
3	78%	Skilled
4	100%	Very Skilled

Judging from the table above, the students' critical thinking skills in meeting 1 got a score of 48% in the fairly skilled category, where there were 9% of the students who were less skilled, 43% quite skilled, 48% skilled, and 0% very skilled. In meeting 2 critical thinking skills students get a score of 65% in the skillful category, where there are 0% of students who are less skilled, 35% quite skilled, 65% skilled, and 0% very skilled. Then, in the 3rd round of critical thinking skills, the students got a score of 78% for the skillful category, where 0% of the students were less skilled, 22% quite skilled, 52% skilled, and 26% very skilled. Then, students' critical thinking skills in meeting 4 resulted in a score of 100% for the very skilled category, where 0% was less skilled, 0% skilled enough, 57% skilled, and 43% very skilled. Based on the results of observation on findings 1, 2, and 3 of critical thinking skills, students have not yet reached the specified success indicators, namely classically obtaining ≥82%. However, in meeting 4 critical thinking skills students have achieved the expected success indicators with the very skilled category. Then based on the results of observations on student learning outcomes have experienced a significant increase. This increase can be seen through the following table.

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Table 5. Student Learning Outcomes

Meeting	Score	Criteria
1	48%	Not Completed
2	65%	Not Completed
3	78%	Not Completed
4	100%	Completed

Judging from the table above regarding the percentage of students' learning outcomes in meetings 1, 2, 3, and 4 above, it can be seen that in the learning outcomes of students in meeting 1 classically they achieved 46%, in meeting 2 they reached 59%, in meeting 3 they achieved 74 %, and then tends to increase in meeting 4 with the classical completeness assessment reaching 97% which meets the indicator of success in learning outcomes, namely meeting the KKM that has been set, namely the value of 75.

Based on the data above, in the end, improving the quality of student activities, learning motivation, student activity and critical thinking skills will increase student learning outcomes. This means that there is a relationship between student activity, student activity, learning motivation, critical thinking skills and student learning outcomes. This linearity or dependence relationship can be illustrated in the graph below:

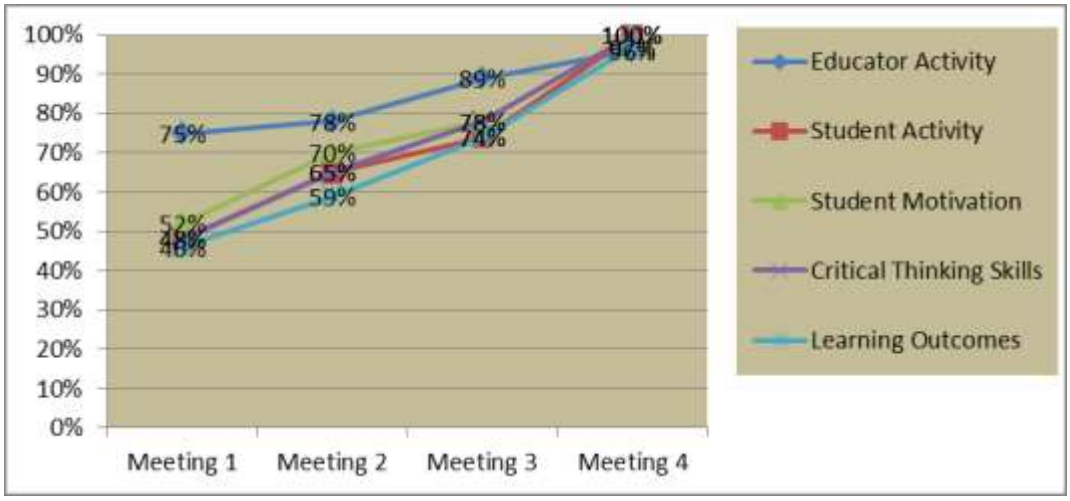

Figure 1. Graph of the Trend of Increasing Educator Activity, Student Activity, Learning Motivation, Critical Thinking Skills, and Learning Outcomes at Each Meeting

Based on the picture above, it can be seen that in each meeting the learning motivation and critical thinking skills of the students tend to increase along with the better the activities of the students in carrying out the learning and the activities of the students tend to follow the lesson, as well as the learning outcomes of the students tend to increase. This increase proves that there is a relationship between the five mentioned aspects. Learning motivation and critical thinking skills of students have increased due to the very good implementation of learning by the educators. So that it makes the students very active in learning and also has an impact on the learning outcomes of the students who increase. In this way, the hypothesis that reads "Using the PROSOTAN HORAY model

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in Social Sciences Learning will increase Activity, Motivation, Critical Thinking Skills, and Learning Outcomes of Grade V SD" can be accepted.

Discussion

Based on the results of observing student activities in carrying out teaching and learning activities, observing student activities, observing student motivation, critical thinking skills, and student learning outcomes, then:

1) Educator Activities

The activity of educators in the implementation of learning uses the PROSOTAN HORAY learning model, content of social studies, types of efforts, each type of learning always experiences improvement from learning and has succeeded in achieving very good criteria. The improvement that occurs in each meeting is because the teacher has carried out reflection activities at the end of the meeting in an effort to create learning that is much better than before. This is because the achievement of success in learning can occur if educators always try to provide good learning as well (Suriansyah et al., 2014).

The increased quality of the teacher's activity cannot be separated from the teacher's accuracy in choosing learning strategies and the ability to apply these models so as to be able to create a conducive atmosphere in the learning process. In line with this statement, educators are important components in determining and implementing a learning strategy in the classroom (Suriansyah, 2014). Each stage of learning activities is always carried out as optimally as possible in each meeting. All the weaknesses and mistakes that have been made as much as possible are reflected and improved by the educators in the next meeting, while the aspects that are already good are still being maintained. This is in accordance with the opinion (Susanto, 2016) which explains that educators are the spearhead of the success and achievement of the learning objectives that have been set.

The use of the PROSOTAN HORAY model is able to improve the performance of students in carrying out learning processes so that they can make students take an active role in learning activities, because cooperative learning models are able to make students motivated in learning, act actively and are able to make students hone their skills critical thinking skills. Learning activities carried out using the PBL model, educators present problems through LKK to students for analysis and discussion. Through activities like this, students are required to be able to think critically in understanding the topics proposed by the educators.

In addition, the use of video media in the SAVI model also makes students interested and understands related to material as well as involving all of the student's senses such as activities of analyzing, discussing, presenting and answering questions and answering socially. So that the realization of a quality education can produce a complete person with learning that balances the creativity of students and trains high-level thinking skills (Higher Middle Thinking Skills / HOTS) (Tarihoran, 2019). While the Course Review Horay model in the teaching process is able to create a fun atmosphere because the learning model is in the form of games, trains students to be disciplined, stimulates students to think effectively because this teaching model is able to act as a teacher and reinforcer of teaching material.

2) Student Activities

The activities of the students in participating in the learning using the PROSOTAN HORAY model in learning social studies content in each of their learnings reached the criteria of being very active. The increase in the quality of student activities occurs due to the more directed learning activities in terms of improving the weaknesses of students encountered in each of their meetings. The aspect of the teacher's study when the teacher delivers the lesson, the student listens carefully, takes

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notes on the material presented in response to the teacher's explanation, and asks if there is material that is not understood. In each meeting, this activity continues to experience improvements in its implementation. The teacher always strives so that the material that is being explained is successfully conveyed well to the students.

The pupils take the form of grouping in this activity the students keep on increasing in every meeting, the students have paid close attention to the students in dividing the class, the participants are also easy to manage in grouping, arrange their seats according to the direction of the student and want to accept diversity its idiological members. Student participants are active in discussions on group discussions, where participants are already active in expressing opinions, can be invited to cooperate, ask if there is anything they don't understand, and prepare reports on the results of discussions in an orderly manner. When the participants present the results of the discussion, here the participants present the results of the discussion in a serious and self-confident manner, with a loud voice and clear intonation, mastering the concept of the results of the discussion, and the participants also provide positive responses to the results of other group discussions.

The activities of the students working together to answer the questions in the quizzes that are given in the group in each meeting are good. Students carry out evaluations calmly, thoroughly, without cooperating with friends, and check social evaluation evaluations before handing them over to educators. At the time of concluding the lesson together with the teacher, the students are very enthusiastic to draw conclusions, draw conclusions in their own language, make conclusions in accordance with the lesson, and condition themselves to remain conducive to ending learning activities.

The occurrence of an increase in the activity of the students is said to be due to the learning activities carried out by the educators who are able to stimulate and motivate students to learn. With proper learning and motivation in accordance with the direction of the educator, the students will become active in all the activities carried out by the students. In line with the opinion of (Suriansyah, 2014), who stated that learning that is able to stimulate all students to be actively involved in all learning activities and to be continuous in learning that takes place is learning that has achieved optimal results.

This increase in student activity is also due to the choice of learning model and learning strategy, during the learning process, the teacher does not only act as a model or role model for the students he teaches, but the effectiveness of the learning process rests on the shoulders of the teacher. This is supported by the opinion of (Suriansyah et al., 2014), who stated that the use of appropriate teaching strategies is very important to pay attention to, because that is why the teaching strategies used for achieving instructional/specific learning must be able to foster attractiveness for students educate.

3) Student Motivation

The learning motivation of students by using the PROSOTAN HORAY learning model has increased in each of their studies reaching very high criteria. Educators' efforts to be able to create the right learning environment for students become a supporting factor for students' learning motivation. According to (Saifulloh & Darwis, 2020), educators must apply methodologies, approaches, and models as well as the appropriate use of media, facilities, and infrastructure so that the learning process becomes interesting and enjoyable which shows the quality of educators in implementing their learning. Does not limit the space for students to be creative and be actively involved throughout the learning process. This is what triggers the increase in student motivation in learning.

For example, what happened in the preliminary activities, as for the first step in learning, such as educators can prepare students before starting learning. The activities of greeting, asking for news, and absenteeism are included in the introductory activities of students which are very important to do. The first impression of the students towards the learning is pathoic to the initial activities carried out

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by the educator. An interesting introduction to learning is able to motivate students' enthusiasm for learning (Adinoto, 2019).

After giving a good message to the students, the teacher can do an observation at the beginning of each lesson. The activity of imagining apprehension is an activity carried out by educators in creating a learning environment for students mentally to arouse the attention of students so that they are focused on things to be learned where these things show that students are motivated in starting learning (Satria et al., 2019).

Appreciation in learning activities is useful for relating what students already know with what they will learn next (Prasetyaningtyas, 2019). After the teacher ensures that the students are ready to start learning, the teacher can start conveying the learning objectives. The delivery of learning objectives allows educators to motivate students to produce the best results as long as learning takes place.

After conveying the learning objectives, educators can do ice-breaking to students to further motivate students' sense of enthusiasm for learning (Febriandari et al., 2018). Educators can invite students to play games, sing, shout, and so on. This learning model also contains game quiz activities, so that by using this learning model it can create a fun learning atmosphere, besides that because there is competition to achieve the highest score, it can motivate students to be more enthusiastic and try to answer questions in quizzes with quiz quickly and precisely.

Through a series of steps and student reflections in research, the increase in student motivation has experienced a very high maximum increase. This happens because the activities of educators and students' activities influence learning in such a way as to make learning more meaningful and motivate students to achieve the expected learning outcomes so that students do not accept simply the beautiful mathematical learning outcomes (Chrismawati et al., 2021).

4) Critical Thinking Skills

Students' critical thinking skills in the implementation of the PROSOTAN HORAY learning model of IPS content in each of their learnings are always increasing. Improving students' critical thinking skills is a form of implementation of the reflection of each learning which shows that educators have been able to guide students in fulfilling all aspects of critical thinking ability and carry out learning to the fullest using the PROSOTAN HORAY learning model along with a there has been a significant increase.

In this learning model, students carry out analytical activities accompanied by evidence and rational reasons to be able to solve problems that are found related to students' ability to think critically in solving problems. In line with what Oileih stated (Azizah et al., 2018)(T. N. Azizah et al., 2018), that critical thinking is a cognitive process of students in analyzing systematically and specifically the problems that are being faced, identifying problems carefully, as well as identifying and assessing information to plan strategies in solving problems.

In this learning model, students' critical thinking abilities can be trained in several stages, in which in this activity the educator plays a role in motivating and convincing students to always practice their critical thinking abilities, this ability is useful for checking the validity of information so that they can decide which information is worth receiving. or rejected (Ridho, 2019). In this activity students are trained to be able to analyze ideas or ideas that are more specific, students not only know answers but can also know and explain how to solve problems.

Educators can also relate material to real situations according to the environment of the students. This is in line with what was conveyed by (Primayana et al., 2019), learning materials associated with activities that are closely related to the experiences of students in their daily activities will be more easily understood by students. This learning model can support the success of students' critical thinking skills, moreover the main model used is Problem Based Learning which is intended as a teaching model of critical thinking and problem solving.

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5) Learning Outcomes

The learning outcomes of students during the process of social studies content learning activities using the PROSOTAN HORAY model fifth grade elementary school have achieved complete learning outcomes both classically and individually. The learning outcomes from all aspects studied are very good results. It can be said that the learning outcomes of the students have been able to achieve classical completeness, which is a change. This is because the teaching and learning process is getting better and better so that it has an impact on the ability of students to master the material being taught, both activities, learning motivation, critical thinking skills and learning outcomes.

There is an increase in learning outcomes that occurred during the 4 meetings in this research due to the fact that, in the implementation of teaching and learning, educators carry out assessments that are not only focused on the final results but also evaluate the learning process. Where the teacher's role in learning certainly has a very large influence on student learning outcomes.

In the learning process, it is not only limited to achievement, but to achieve optimal goals for students themselves. This can be achieved if in the design of student activities, students have arranged learning activities that are centered on students to find their own understanding of the concept of the material. The results of this study identify that learning outcomes in carrying out learning are getting better so that it has an impact on the effectiveness of learning in the classroom.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the class action research carried out in class V SD, the conclusions can be drawn as follows: The activities of educators during learning activities using the PROSOTAN HORAY model in IPS content in grade V SD are in accordance with the modern steps implemented, so educator activity in carrying out learning is carried out very well. Student activities during learning activities using the PROSOTAN HORAY model in social studies content in grade V SD were carried out very actively. Students' learning motivation during learning activities by using the PROSOTAN HORAY model in social studies content in grade V SD was implemented very high. Students' Critical Thinking Skills during learning activities using the PROSOTAN HORAY model in social studies content at class V SD is implemented very critically. The use of the learning model The learning outcomes of students during learning activities using the PROSOTAN HORAY model in social studies content in grade V SD have increased.

The suggestions from this research are as follows: For educators, as one of the input materials or considerations for educators in determining teaching learning models that vary widely, this is an effort to create an effective and efficient learning atmosphere as well as efforts to increase student learning outcomes in each meeting. For school principals, it is used as an alternative choice of input materials as well as directions in fostering students in an effort to use varied models in teaching in order to improve the quality of the process and learning outcomes. For other researchers, as an alternative to the best possible use of the results of this research and as a reference for further studies.

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