

be able to find effective and efficient learning strategies. At the adapting stage, students were asked to understand the learning objectives, academic abilities, and learning styles. In the searching stage, students were guided to gather the key informations both of by individually and by groups. In the interpreting stage, students were guided to work together in small groups. One group consists of four students. Their task were to complete the jumping by answering higher order thinking questions. In the next stage, students were guided to prepare reports and mind maps. So, the ASICC learning model guides students to be able to reflect on themselves to achieve learning goals, gather key information, solve contextual problems, share their idea, and produce specific products.

Based on the description of the ASICC learning model, student learning activities were directed not only to be able to think at a higher order thinking through problem solving. However, students are also directed to be able to solve problems in groups. This revealed that the ASICC learning model guides students to learn in a group in a structured and organized manner. Collaboration skills is one of the life skills needed in the 21st century [4,5,7]. Collaboration skills are closely related to motivational processes, task sharing, understanding of group vision, targets, and self-evaluation [3,8]. This shows that collaboration skills required time in process and stages [4,6]. These skills cannot emerge suddenly, must be programmed, structured, and organized [10]. Learning that aims to improve student collaboration skills must also be designed in a structured and organized manner. So that students' collaboration skills can be improved.

Table 1. Score pre and posttest of the student critical thinking and collaboration skills.

Class	Score Critical Thinking		N-Gain	Score Colaboration		N-Gain
	Pre	Post		Pre	Post	
Control	75.21 \pm 2.05*	76.82 \pm 0.96*	Low	26.44 \pm 2.23**	32.17 \pm 0.14*	High
ASICC	76.84 \pm 1.67*	77.09 \pm 1.88*	Low	25.06 \pm 1.47**	48.96 \pm 0.23*	High

*) good category, **) low category

Table 2. Results of t-Test and correlation between critical thinking with collaboration skills (r = Pearson Correlation)

Class	N	Mean		r (0.01)
		Critical Thinking	Collaboration	
Control	36	76.82 \pm 0.96	32.17 \pm 0.14	0.78
ASICC	36	77.09 \pm 1.88	48.96 \pm 0.23	0.80
Sig. (0.05)	-	0.22	0.00	

4. Conclusion

The ASICC learning model can be used not only to maintenance of students critical thinking and also to improve the collaboration skills to the student with high academic ability. There was a strong and positive correlation between critical thinking skills and student collaboration skills.

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