

## Critical Skills Development Discussion Amsilati Pondok Pesantren API Asri Tegalrejo

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### ABSTRACT

In modern education, the cultivation of critical skills among students is paramount to address the complexities of the 21st century. This study investigates the efficacy of amsilati class discussions in fostering critical skills development, addressing a gap in understanding the true impact of this innovative learning approach. Utilizing Participatory Action Research (PAR) methodology, the research engages stakeholders in Islamic boarding schools to collaboratively assess the influence of amsilati discussions on students' critical skills. Data collection involves class observations, teacher interviews, and pre- and post-application tests. Findings reveal significant enhancements in students' ability to analyze information, construct arguments, and engage actively in discussions. Teachers play a pivotal role as facilitators and mentors, guiding students in honing critical thinking skills. Evaluation of student progress highlights increased participation, improved dialogue quality, and a positive learning atmosphere. The study underscores the importance of continuous evaluation and adaptation of learning strategies to nurture critical thinking among students, equipping them to navigate contemporary challenges effectively.

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### ARTICLE INFO

#### **Article History:**

*Submitted/Received 8 Feb 2024*

*First Revised 19 Feb 2024*

*Accepted 20 Feb 2024*

*First Available online 30 Apr 2024*

*Publication Date 30 Apr 2024*

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#### **Keyword :**

*Education*

*critical skills*

*amsilati class discussions*

*Participatory Action Research*

*Islamic boarding schools.*

## INTRODUCTION

Education plays a key role in shaping individuals and societies, and the development of students' critical skills is an important focus in the context of modern education (Ranam et al., 2021). Critical skills not only refer to students' ability to remember information, but also their ability to analyze, evaluate, and construct arguments critically (Susilowati et al., 2017). The importance of these skills in dealing with complex challenges in the 21st century drives attention to innovative learning strategies (Island et al., 2021).

This research problem arises from the urgent need to identify effective methods for the development of students' critical skills (Marwah Sholihah & Nurrohmatul Amaliyah, 2022). The many global demands and rapid technological developments emphasize the need for students to have critical thinking skills to understand and deal with complex changes in society and the world of work (Urip Umayah & Riwanto, 2020).

Amsilit's class discussion emerged as an interesting approach to improving students' critical skills (Wahyuni, 2019). However, there is still a lack of in-depth information and analysis on the true impact of conducting Amsilati class discussions in the context of education. Previous research has also tended to focus on certain aspects, such as student participation or increased understanding of concepts, without providing a comprehensive picture of critical skills development.

This research has significant relevance in facing the challenges of 21st-century education, where global competition and the complexity of job demands highlight the need for individuals equipped with critical skills (Anggraini & Hudaidah, 2021). As a pioneer in exploring the impact of implementing Amsilati class discussions, this research is expected to provide practical guidance for educators and education policymakers to improve the quality of learning.

The problem identified in this study is the lack of in-depth understanding of the extent to which Amsilati class discussions can effectively develop students' critical skills. Previous research has often been limited to a specific scope of aspects without providing a comprehensive picture, giving rise to the need for more comprehensive research to fill the gap. Thus, this research will fill this knowledge gap and provide further insight into the real impact of using Amsilati class discussions in improving students' critical skills (Language & Supriyati, 2020).

Several previous studies have highlighted the positive potential of Amsilati class discussions in increasing student participation, concept understanding, and speaking skills. However, further research is still needed that involves a more in-depth and comprehensive analysis of the development of critical skills. This research will expand the existing literature by providing a broader understanding of the practical and theoretical implications of using Amsilati class discussions in educational contexts.

In addition, the sustainability of this research is also important in the context of evaluation and continuous improvement of learning strategies. By understanding the true impact of Amsilati classroom discussions, educators can adjust their approach to be more effective according to the needs and characteristics of students. Similarly, education policymakers can use these findings as a basis for developing policies that support the integration of these innovative learning methods into the curriculum more broadly (Hasriadi, 2022).

This study aims to comprehensively investigate the impact of the use of Amsilati class discussions on the development of critical skills of students at the secondary school level, especially in Islamic boarding schools. Through this approach, it is hoped that this research can make a valuable contribution to the educational literature and provide a more in-depth view of the effectiveness of Amsilati classroom discussions as a tool to achieve critical learning objectives in contemporary educational environments.

This research also makes an important contribution to the development of educational theory by presenting a deeper understanding of the factors that influence the formation of students' critical skills. The theoretical implications of this research can help enrich the conceptual framework in the field of education, especially in understanding how interaction between students through Amsilati class discussions can facilitate a better learning process.

By delving deeper into the impact of critical skills development through Amsilati class discussions, this research is expected to not only provide practical benefits in the field of education but also contribute to the scientific literature to enrich our understanding of learning strategies that can form a generation that is competent and ready to face future challenges (Rohman et al., 2024).

## METHOD

This research will use qualitative research methods with a case study approach. This approach was chosen because it allows an in-depth investigation into the impact of using Amsilati class discussions in the development of students' critical skills in pesantren. Data collection was carried out through various techniques, including classroom observation to document the interaction of students and teachers during discussions, interviews with teachers to understand the teaching strategies used, and analysis of students' critical skills tests before and after the implementation of Amsilati class discussions and evaluation of development results.

The data will be analyzed inductively through the coding process and the emerging findings will be interpreted to infer the impact as well as factors affecting the effectiveness of Amsilati class discussions in the context of developing students' critical skills in pesantren. Overall, this research method is expected to provide a deep understanding of the contribution of Amsilati class discussions in shaping the critical skills of students and the factors that moderate their influence in the context of pesantren education.

This research was allocated at API Asri Tegalrejo Islamic Boarding School Magelang under the care of KH. Nashrul 'arif Abdurrahman, whose address is Jl. Kyai Abdan Tepo Dlimas Kec. Tegalrejo, Magelang Regency, Central Java. Researchers requested permission to formally research on December 19, 2023, and the Islamic boarding school stated that it received on December 20, 2023, and subsequently carried out the research and collected the necessary data.

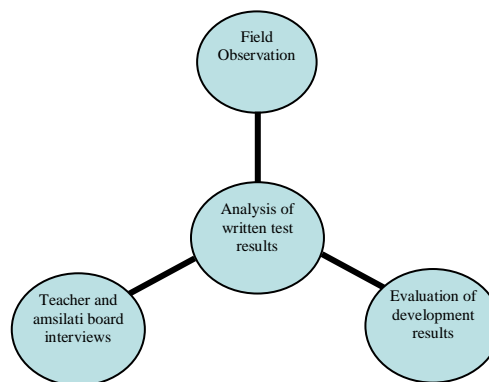


FIGURE 1. Implementation Flow

## RESULTS AND DISCUSSION

### RESULT

Service activities at API Asri Tegalrejo Islamic Boarding School Magelang from December 20, 2023, to January 10, 2024. This activity is in the framework of fieldwork practice in Class 1 Amsilati API Asri Islamic Boarding School to develop the critical skills of Al Ibtidaiyah students. Time and implementation every Saturday to Monday from 06.00 – 07.00 in the classroom of Al Ibtidaiyah. The approach taken in the activity is a case study approach consisting of 4 stages, namely:

#### Critical Skills Theory

Implementation of critical skills development approach through class discussion at Api Asri Islamic Boarding School. In the use of action research methods, the process consists of several stages that involve the active participation of students in the cycle of planning, implementation, observation, and reflection. This approach was chosen for its ability to provide an in-depth view of desired change through a series of structured steps. The implementation process begins with lesson design planning that focuses on developing critical skills through class discussion. The next step is the implementation of class discussions according to the design that has been prepared, followed by careful observation of student interactions and responses to discussion materials.

The results of these observations become the basis for joint reflection and improvement of learning design in the next cycle. Learning design is structured with attention to the characteristics of the desired critical skills. The implemented learning strategies support students' active participation in discussions, motivate them to think critically, construct arguments, and respond to classmates' thoughts (Amalia, 2019). The teacher has a central role as a facilitator of discussion. The teacher's ability to guide discussions, provide questions that stimulate critical thinking, and provide constructive feedback is a determining factor for the successful implementation of this action research method (Jainiyah et al., 2023). The role of teachers as facilitators of discussions is not only limited to managing classroom interactions but also paying attention to the individual needs of students. Personalized feedback and individual counseling refer to a holistic approach to ensure the development of critical skills on a deeper level.



FIGURE 2. Amsilati Discussion Class Observation

## Implementation of Class Discussions

The application of class discussions at API Asri Islamic Boarding School through critical skills is applied in the context of learning in the Amsilati recitation class. In its implementation, the initial step involves planning a learning design that focuses heavily on developing critical skills (Rohman et al., 2024). This design was specifically created to create an environment that encourages analytical, synthetic, and evaluative thinking during class discussion sessions. The implementation of this learning is carried out for one week, where the approach is not only limited to discussion but also involves adding material, class discussion, and assignments as part of the learning process (Rus et al., 2017).

In addition to the material, students are expected to pay more attention in preparation for the discussion to be held. During the discussion, students are actively involved in exchanging ideas, compiling arguments, and responding to classmates' thoughts. Indirectly, they learn public speaking skills through the process of arguing and responding to friends' thoughts. This positively encourages students to continue learning, preparing them to submit objections or input during discussions (Pakaya, 2020). Careful observation to see student interactions and responses to discussion material became the main basis in the action research cycle. After the discussion is over, a reflection stage together with the teacher is carried out each discussion session, creating important moments to identify successes and areas for improvement.

In exploring the qualitative findings of this study, the following table details the results of interviews with teachers. The purpose of this interview is to gain in-depth insight into how the use of Amsilati class discussions affects the development of students' critical skills in pesantren. More details can be found in the table below.

**TABLE 1.** Interview Results

No	Interview Theme	Findings
1.	The Influence of Amsilati Discussion	Teachers reported that Amsilati class discussions significantly improved students' ability to analyze information and construct critical arguments.
2.	Motivasi Santri	Teachers reported an increase in students' motivation to actively participate in learning as a result of implementing Amsilati class discussions.
	The Influence of Amsilati Discussion Speaking Skills	There was a significant improvement in the students' speaking skills, which was reflected in the deeper dialogue during the Amsilati class discussion.
4.	Ability to Work Together	Teachers see an increase in students' ability to work together, showing the positive impact of the Amsilati class discussion approach on collaboration among students.
5.	Active Participation of Santri	Class observations recorded more active student participation during Amsilati class discussions, creating a more interactive learning atmosphere.
6.	Improved Skill tests	Analysis of students' critical skills tests showed significant improvements in the ability to analyze information, structure arguments, and convey critical views.

The interview results provide a rich picture of the positive influence of Amsilati class discussions in the context of developing students' critical skills in pesantren. These findings form the basis for understanding the profound impact of this learning method on various aspects of student learning and skills.



**FIGURE 3.** Interview with Qoriin Board

The implementation of the discussion shows the commitment of pesantren to maintain a dynamic learning atmosphere and be responsive to the needs of students. The iterative cycle of planning, execution, observation, and reflection creates an adaptive learning environment. Learning design that is tailored to the context of the pesantren and the needs of students becomes the focal point, ensuring that each discussion provides an immersively meaningful experience. The implementation of class discussions is not only about achieving academic goals, but also about creating an atmosphere that promotes cooperation, tolerance, and respect for diverse views. This process creates more than just critical skills, it also shapes the character of students into individuals who can think independently, and critically, and contribute positively to society.

### **The Role of Teachers as Facilitators and Guides**

In the context of developing students' critical skills at API Asri Islamic Boarding School, the role of teachers as facilitators and mentors plays a central role (Handayani et al., 2022). Teachers not only act as conveyors of knowledge, but also as movers and leaders in the learning process. As facilitators, teachers function to create a learning environment that supports, motivates, and stimulates students to think critically (Rahmawati & Suryadi, 2019).

Facilitators are responsible for designing learning strategies that can provoke discussion and critical thinking of students. Teachers not only present information, but also create space for students to ask questions, structure arguments, and share thoughts. Thus, teachers create a platform where students can be actively involved in the learning process, encourage the exchange of ideas, and build deep understanding.

The role of a mentor also has a significant impact on the development of students' critical skills. Teachers not only provide direction and guidance but also help students hone their critical thinking skills. In the discussion process, teachers encourage students to detail their thoughts,

analyze various points of view, and ask challenging questions. Through this approach, students not only gain knowledge but also skills to respond to and assess information critically.



**FIGURE 4.** Teacher Explains When Santri Doesn't Understand

Overall, the teacher's role as facilitator and mentor creates a dynamic and responsive learning environment (Ismail; David, 2014). Teachers at API Pondok Pesantren Asri act not only as a source of knowledge, but also as guides who guide students to develop better critical skills. With this approach, learning becomes not only a process of receiving information, but also an experience that encourages independent thinking, critical analysis, and in-depth evaluation.

In addition, as a mentor, the teacher serves as a role model who provides examples of critical thinking practices. By sharing thoughts, detailing problem-solving processes, and demonstrating how to critically analyze information, teachers provide role models inherent in the development of students' critical skills (Marwah Sholihah & Nurrohmatul Amaliyah, 2022). Thus, the role of teachers as facilitators and mentors at API Asri Islamic Boarding School is not only focused on academic aspects, but also involves social, emotional, and moral dimensions. Through this involvement and guidance, teachers contribute to the character-building and development of students' critical skills, creating graduates who are ready to face the challenges of the modern world with a resilient and critical-minded attitude (Rizqa et al., 2023).

### **Evaluation of Santri Results and Progress**

In the context of developing critical skills through Amsilati class discussions at API Asri Islamic Boarding School (Juddi & Aprianti, 2024), the evaluation of student results and progress is an important subject of discussion. This evaluation not only reflects academic achievement but also measures the effectiveness of learning strategies in stimulating and developing students' critical skills.

However, the real focus is on evaluating the development of students' critical skills that can be found in the discussion process. Active participation, the ability to formulate arguments, as well as the ability to critically respond to classmates' ideas become significant assessment parameters. Through this evaluation, teachers can identify changes in the way students think and speak, and measure the effectiveness of class discussions in stimulating critical skills (Amalia, 2019).

Evaluation of student results and progress also includes the application of critical skills outside the academic context (Junedi et al., 2020). Santri is invited to apply the critical skills they develop in everyday life situations and social activities. Through this, the evaluation includes the practical application aspects of critical skills, measuring their relevance in real-life contexts. The following is an observation table of the results of class discussions.

**TABLE 2.** Class discussion results

No	Observation Aspect	Findings
1.	Santri Participation	Class observations recorded more active student participation during Amsilati class discussions. Santri engaged in in-depth dialogue and showed a high interest in the learning material
2.	Quality of Dialogue and Interaction	The quality of dialogue and interaction between students and teachers improved significantly. There was a more intense exchange of ideas, accompanied by reflective questions and critical responses from students.
3.	Use of Assistive Materials and Learning Resources	Teachers use assistive materials effectively, such as pictures, videos, and Amsilati materials, to support class discussion. Diverse learning resources provide additional context to learning
4.	Teacher Involvement in the Learning Process	Teachers facilitate discussions with full attention, provide constructive feedback, and encourage students to think critically. Teacher involvement is a key factor in the success of Amsilati class discussions.
5.	Atmosphere	The classroom atmosphere creates a positive and interactive learning environment. Santri seems comfortable brainstorming, brainstorming, and discussing critical issues with enthusiasm.

The results of class observations showed a positive change in the dynamics of learning during the implementation of Amsilati class discussions. Students are actively engaged, dialogue is of higher quality, and the classroom atmosphere creates conditions that support the development of critical skills.

The development of critical discussion skills allows students to exchange ideas, students can internalize a problem, stimulate students to argue, develop students a sense of responsibility, foster the ability to speak, and understand the opinions and thoughts of others, and provide students with learning opportunities (Istiqlal et al., n.d.).

The benefits of using this discussion method are very good because it teaches children to solve a problem and make decisions in a deliberative/democratic manner with discussion friends by respecting all opinions or inputs from discussion friends and has great benefits to improve their speaking skills (Anwarudin & Admoko, 2019).

Thus, the evaluation of student outcomes and progress on the development of critical skills through Amsilati class discussions at API Asri Islamic Boarding School creates a foundation for continuous improvement. This evaluation process is not only to assess achievement but also to guide the development of students as critical thinkers who can contribute significantly to Society (Wulandini et al., 2021).



## CONCLUSION

Amsilati Class Discussion as an effective learning method in developing students' critical skills at API Asri Islamic Boarding School has a significant positive impact. Students involved in these discussions demonstrate improved analytical skills, argument structuring skills, and critical expression of views. The importance of the role of teachers as facilitators in designing and implementing Amsilati Class Discussions was also emphasized in this study. Students who are active in these discussions not only improve speaking skills but also the ability to work together in learning. A positive view of the effectiveness of Amsilati Class Discussion as a learning strategy in pesantren. The implication is that this method should continue to be maintained and integrated more broadly into the educational curriculum to support students' holistic development. These conclusions lay the foundation for educators and policymakers to design innovative learning approaches that focus on developing students' critical skills.

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