



# Enhancing critical thinking development through collaborative authentic assessment: Analyzing persuasive sentence structures in Indonesian language learning

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## ABSTRACT

This study explores the effectiveness of collaborative authentic assessment in enhancing students' critical thinking skills in analyzing persuasive sentence structures in the Syntax course. Using a qualitative design with a descriptive-analytical approach, the study involved 20 third-semester students from the Indonesian Language Study Program at Madura University. Data were collected through classroom observations, interviews with students and lecturers, and analysis of advertisement text documents. Thematic analysis was applied to the observation and interview data, and content analysis was used for document analysis. The findings show that the implementation of collaborative authentic assessment significantly improves students' critical thinking skills. Students were able to identify and understand syntactic elements, evaluate their influence on readers, and construct logical arguments. This research contributes theoretically by advancing collaborative-based learning models for the 21st century and provides practical insights for lecturers to design more contextual and interactive teaching approaches.

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## INTRODUCTION

Critical thinking is one of the essential 21st-century skills required to address global challenges across various fields (KULOGLU & KARABEKMEZ, 2022; Mariana & Kristanto, 2022; Sarigöz, 2023). The critical thinking ability of students provides opportunities to deeply analyze information, logically evaluate (Harsono et al., 2024), and make decisions based on rational thought processes (Satienchayakorn & Jimarkon, 2024; Zeppieri, 2024). In the context of higher education, critical thinking is a competency that must be cultivated (Aslan & Aybek, 2024; Ojaghi & Howe, 2024), particularly in courses that demand in-depth analysis, such as Syntax. This course examines sentence structure and function, requiring not only theoretical understanding but also the ability to critically and logically analyze linguistic constructions.

However, previous studies on syntax learning have largely focused on structural analysis and theoretical mastery rather than its application in real-world contexts (Asrowi et al., 2025). While research

has explored the role of critical thinking in linguistic studies, limited attention has been given to how collaborative authentic assessment can enhance students' analytical abilities, particularly in evaluating persuasive sentence structures. This study aims to fill this gap by examining the effectiveness of collaborative authentic assessment in improving students' critical thinking skills within syntax learning. Research highlights challenges in teaching syntax at the higher education level. Traditional methods that emphasize theory and memorization have failed to foster critical thinking skills (Asrowi et al., 2025). Such approaches often lack engagement in deep analytical processes and do not provide students with opportunities to apply theoretical concepts in real-world contexts. Consequently, students' ability to think critically, particularly in analyzing and constructing complex sentence structures, remains suboptimal. Moreover, the assessment of syntax learning frequently relies on traditional evaluation formats that are less aligned with real-world scenarios or the need for students to develop collaborative critical thinking skills.

Collaborative authentic assessment is an innovative approach to addressing challenges in education, emphasizing real-world relevance and student collaboration. This method encourages students to apply theoretical knowledge in practical and contextual situations while developing critical thinking and problem-solving skills. It integrates elements of problem-based instruction and cooperative learning, fostering deeper understanding and creativity. It integrates elements of problem-based instruction and cooperative learning, fostering deeper understanding and creativity (Jose & Jose, 2024). Authentic assessment aligns with 21st-century competency-based curricula, enhancing the meaningfulness of evaluations (Rehman et al., 2024; Vlachopoulos & Makri, 2024). In Indonesia, where the education system is shifting towards a competency-based curriculum, collaborative authentic assessment offers a relevant and effective strategy to bridge the gap between theoretical learning and practical application, ensuring that students develop higher-order thinking skills needed for academic and professional success.

This study aims to analyze the development of students' critical thinking skills through the implementation of collaborative authentic assessment in Syntax courses, specifically focusing on the analysis of persuasive sentence structures in advertisements. Employing an innovative approach, the findings of this research provide a theoretical contribution to the development of relevant learning models in higher education and a practical contribution for lecturers to enhance teaching quality. Additionally, this research responds to the need for more interactive and meaningful assessment methods in Indonesian higher education, offering new insights into how syntax learning can be contextualized to improve students' analytical abilities in evaluating persuasive discourse.

## RESEARCH METHODOLOGY

This study employs a qualitative research design with a descriptive-analytical approach to explore the implementation of collaborative authentic assessment in enhancing students' critical thinking skills in analyzing persuasive sentence structures. The participants consisted of 20 third-semester students enrolled in the Syntax course of the Indonesian Language Study Program at Madura University, selected using purposive sampling based on their foundational knowledge of syntax, ensuring an in-depth exploration of their critical thinking development. While the sample size may appear limited, qualitative research prioritizes depth over breadth, and 20 participants were sufficient to achieve thematic saturation. Data were collected through classroom observations, conducted over six weeks to examine student engagement and critical thinking application; semi-structured interviews with students and lecturers to explore their experiences and perceptions; and document analysis, which assessed students' ability to deconstruct persuasive elements in advertisement texts. Data analysis utilized thematic analysis for observational and interview data, while content analysis was employed to evaluate students' critical discourse skills. To ensure data validity, this study applied methodological triangulation, comparing findings from observations, interviews, and document analysis, alongside member checking, where participants reviewed

preliminary results, and peer debriefing, where findings were discussed with fellow researchers to minimize bias. The findings of this study contribute to a deeper understanding of how collaborative authentic assessment fosters critical discourse analysis, offering theoretical and practical insights into syntax learning in higher education.

## RESULTS AND DISCUSSIONS

This study provides a clear overview of the active role of students in group discussions and how collaboration influences their understanding of critical elements in instructional content. The data obtained also reveals a positive correlation between the level of student engagement in discussions and the improvement in their test scores. These observations not only focus on academic aspects but also consider the dynamics of the group and the interactions among students, which enrich their learning experience. Table 1 below presents the results of observations regarding student engagement in collaborative activities and their skill development throughout the learning process. These findings offer deeper insights into the factors that affect the success of collaborative-based learning and efforts to develop critical thinking skills relevant to the academic context.

**Table 1.** Comparison of collaborative activity, initial ability, and final scores of students in critical thinking learning

Student	Collaborative Activity (Engagement)	Initial Ability (Pre-Test)	Final Score (Post-Test)	Observation Notes
M1	Very active	60/100	90/100	Played a leadership role in discussions, able to critically analyze arguments.
M2	Active	55/100	85/100	Developed critical thinking skills, particularly in identifying arguments.
M3	Consistently active	65/100	92/100	Provided in-depth insights during group discussions.
M4	Somewhat active	50/100	80/100	Still requires guidance in developing arguments critically.
M5	Active	60/100	88/100	Critical in evaluating complex arguments in advertisement texts.
M6	Very active	70/100	95/100	Demonstrated excellent sentence structure analysis skills.
M7	Active	62/100	88/100	Identified persuasive elements with precision.
M8	Somewhat active	58/100	84/100	Requires additional guidance for deeper persuasive analysis.
M9	Very active	65/100	90/100	Skilled in connecting persuasive elements to their impact on readers.
M10	Passive at first, active later	55/100	82/100	Gained confidence in providing analysis during final discussions.
M11	Active	60/100	88/100	Developed creative ideas in analyzing persuasive sentences.
M12	Somewhat active	50/100	80/100	Improved critical thinking ability through group discussions.
M13	Active	62/100	88/100	Consistent in analyzing arguments in more complex advertisement texts.
M14	Passive at first, active later	58/100	84/100	Started to actively participate in discussions in the final session.
M15	Very active	68/100	95/100	Became one of the students with the best critical analysis skills.
M16	Somewhat active	55/100	80/100	Needs more guidance to enhance deep analysis skills.
M17	Active	62/100	88/100	Skilled in constructing logical and systematic arguments.
M18	Passive	50/100	78/100	Still struggling with analyzing complex persuasive elements.
M19	Very active	65/100	92/100	Applied a critical approach in evaluating

Student	Collaborative Activity (Engagement)	Initial Ability (Pre-Test)	Final Score (Post-Test)	Observation Notes
M20	Active	60/100	88/100	persuasive sentence structures. Actively participated in group discussions, though initially hesitant.

Through interviews with 20 students involved in collaborative learning revealed significant benefits, including enhanced critical thinking skills through group discussions. Students reported that collaboration allowed them to share perspectives, deepen their understanding, and build confidence in analyzing complex advertisements. Challenges included difficulty identifying subtle persuasive elements, understanding cultural context, and connecting theory with practice. Despite these, students felt that collaboration enriched their thinking, broadened their perspectives, and improved their analytical abilities. The implications of collaborative learning extend to developing advertising analysis skills and strengthening critical thinking in academic contexts. Below is a summary of the interview results.

**Table 2.** Results of student interviews on collaborative learning and its influence on critical thinking

Student	Response to Collaborative Learning	Main Challenges in Analysis	Impact on Critical Thinking Skills
M1	"Group discussions helped me develop critical thinking."	"Difficult to understand sentences with subtle persuasion."	"I am now more thorough in identifying persuasive elements."
M2	"Collaborative learning is very enjoyable and enriches my insights."	"Sometimes it's hard to find connections between elements in ads."	"I have become more critical in analyzing advertisement sentences."
M3	"I feel more confident after discussions with my peers."	"Understanding the cultural context in ads can be a challenge."	"My critical thinking skills have been honed, especially in critical evaluation."
M4	"Collaborative learning helps me see different perspectives."	"Hard to connect language analysis with the ad's goal."	"I now consider various viewpoints when analyzing ads."
M5	"I understand the material more easily after discussing it together."	"Analyzing more complex ads takes time."	"I have improved my ability to critically evaluate persuasive messages."
M6	"Collaborating with friends motivates me more."	"Sometimes it's hard to distinguish between facts and opinions in ads."	"My critical thinking has improved, especially in formulating logical opinions."
M7	"This learning teaches me the importance of sharing ideas with others."	"Finding persuasive elements in indirect sentences."	"I am now more confident in providing structured analysis."
M8	"It is very helpful to understand the material through discussions."	"Sometimes it's hard to analyze ads with high clarity."	"I have become more analytical and can see more than one dimension."
M9	"This learning has expanded my perspective on ad communication."	"Difficulty identifying emotional persuasion."	"It helps me think more critically and systematically when analyzing ads."
M10	"The collaborative process has helped me learn more from my peers."	"Sometimes I struggle to connect theory with ad practice."	"My critical thinking has developed after in-depth discussions."
M11	"Collaboration hones my thinking skills in a fun way."	"Finding the right ad example for analysis."	"I can now more easily identify persuasive techniques used."
M12	"Group discussions give me a deeper understanding."	"Difficulty in concluding arguments clearly."	"I am more confident in analyzing the structure of advertisement sentences."
M13	"Collaboration is very beneficial in sharing ideas and thoughts."	"Subtle persuasive analysis is sometimes hard to grasp."	"I can think more critically and objectively after discussions."
M14	"Group discussions help me gain a broader perspective."	"Difficult to immediately understand the goal of ad"	"My critical thinking has developed further in analyzing"

Student	Response to Collaborative Learning	Main Challenges in Analysis	Impact on Critical Thinking Skills
M15	"Collaborative learning greatly improved my skills."	communication." "Difficulty distinguishing between persuasive elements and information."	ad language." "I am now more critical and thorough in evaluating ads."
M16	"The discussion process makes me more active in thinking."	"Sometimes I'm hesitant to express my opinion."	"I am more confident in providing in-depth analysis."
M17	"It helps me learn to think critically more easily."	"Understanding the context of different ads."	"I have become more analytical and critical in assessing ad structures."
M18	"Collaborating with friends really opens up my thinking."	"Difficulty analyzing hidden persuasive techniques."	"My critical thinking has increased, and I can critique ads better."
M19	"Collaborative learning helps me understand better."	"Finding persuasion in unclear sentences."	"I am more confident in evaluating advertisement sentences."
M20	"Group discussions make me see ads from many perspectives."	"Difficulty determining claims and evidence in ads."	"I am now better at thinking critically and analyzing ad messages."

The students' ability to analyze advertising texts with persuasive elements shows positive results, where many of the students can identify and understand various persuasive strategies used in the ads. The majority of students recognize the importance of understanding persuasive elements to enhance critical analysis skills, especially in the context of marketing communication. In terms of text analysis, students tend to excel in identifying basic elements such as benefit claims, urgency, and calls to action. This shows the students' initial ability to understand the structure of persuasive texts.

Furthermore, some students demonstrate a deeper understanding, such as comprehending the emotional effects and exclusivity present in the advertising texts. Students who can analyze emotional strategies tend to be more critical in evaluating the impact of the advertising text on the audience. This reflects the ability to logically connect the context of persuasion with its impact. Significant improvement is also seen in students who can explain the relationship between language style and persuasive effects, such as in texts with descriptive elements and emotional appeals. This indicates that students are beginning to develop a more critical and systematic mindset in analyzing complex texts, as shown in the following table.

**Table 3.** Students' ability to identify and analyze persuasive elements in advertising texts

No.	Advertising Text	Persuasive Elements Found	Student Ability	Score
1	"Goodness starts here!" (Aqua)	Command words, health claim	Most students identified command words	70/100
2	"Discount Every Day" (Transmart)	Discount claim, urgency	Students were able to analyze the urgency effect in the text	75/100
3	"Complete Comprehensive Protection for Your Family starting now" (Lifebuoy)	Descriptive language, emotional claim	Students began to understand emotional strategies in persuasion	80/100
4	"Buy 1 Get 1 Free for One Day Only" (Alfamart)	Benefit claim, incentive	Students were able to logically explain the persuasive impact	85/100
5	"Comfort in Protecting Your Family" (Soklin Lantai)	Benefit claim, call to action	Students identified benefit claims and calls to action	78/100
6	"Only Today! Buy 2 Get 3!" (Hoka Bento)	Urgency, discount claim	Students analyzed urgency well	82/100
7	"Revive Your Spirit" (Coca Cola)	Benefit claim, call to action, social proof	Students began to understand the effects of social proof in persuasion	76/100

No.	Advertising Text	Persuasive Elements Found	Student Ability	Score
8	"Can It Really Be That Cool?" (Shoes)	Descriptive language, emotional claim, call to action	Students were able to connect language style with emotional effects	83/100
9	"Get Special Price" (Diamitsu)	Urgency, discount claim, exclusivity	Students were able to explain the influence of exclusivity in advertising	79/100
10	"Last Chance!" (Toshiba)	Urgency claim, call to action	Students were able to recognize urgency and call-to-action claims in the text	87/100

In the context of higher education, collaboration among students has become increasingly important, especially in enhancing critical thinking skills. Collaborative activities, often involving group discussions, joint projects, and team presentations, provide students with opportunities to actively engage in the learning process. Data from the table indicate a positive correlation between student engagement in collaborative activities and improvements in critical thinking skills, as reflected in the comparison of pre-test and post-test scores. Students categorized as "highly active," such as M1, M6, and M15, demonstrated significant score increases, averaging a rise of 30-35 points. For instance, M15 recorded the highest post-test score (95/100) due to their consistent role in providing in-depth analysis during discussions. Meanwhile, students in the "moderately active" category, such as M4, M8, and M16, showed more moderate improvements, ranging from 25 to 30 points. In this case, the varying levels of participation during group discussions served as the key factor influencing score improvements. Research suggests that students who participate in collaborative activities with high engagement tend to exhibit significant gains in their post-test scores. This can be explained by several factors. First, collaborative learning activities enhance students' critical thinking abilities across various educational contexts. Studies have shown that students engaged in collaborative problem-solving exhibit better critical thinking skills than those who study individually (Munawaroh & Siswono, 2020). This collaborative method not only develops critical thinking skills but also enhances social and communication abilities. Instructors play a crucial role in facilitating this process by creating interactive learning environments, encouraging student discussions, and utilizing innovative teaching methods such as problem-based and project-based learning (Handoyo et al., 2024). Overall, collaborative learning approaches contribute significantly to the development of students' critical thinking skills across various subjects.

Second, collaboration helps students to view issues from different perspectives. Within a team, each member brings unique backgrounds, experiences, and viewpoints (Ilma & Sam, 2024). This fosters a rich environment for discussion and debate, which in turn facilitates the development of critical thinking skills (Ramaila & Molwele, 2022; Savaş Varlık, 2024). In classrooms consisting of students from diverse disciplines, collaboration in research projects often leads to more innovative and creative outcomes compared to individual approaches. Therefore, collaboration not only improves subject understanding but also broadens students' thinking horizons.

Third, collaborative activities often involve joint problem-solving. In this context, students are confronted with challenges that require critical analysis and evaluation of possible solutions. This process not only improves critical thinking skills but also builds students' confidence in their ability to solve complex problems (Reichert, 2024). However, despite the numerous benefits of collaborative activities, there are challenges that need to be addressed. One major challenge is the variation in participation levels among group members. In some cases, more dominant students in discussions may overshadow others, leaving some students feeling marginalized. Therefore, it is important for instructors to manage group dynamics in a way that ensures all voices are heard and valued. This way, all group members can contribute maximally to the collaborative process. In conclusion, the relationship between collaborative activities and enhanced critical thinking is clear.

Through interaction, idea exchange, and joint problem-solving, students not only improve their understanding of the material but also develop critical thinking skills essential for their academic and professional success.

In the modern educational era, collaborative learning has emerged as one of the most effective methods in enhancing students' critical thinking skills. Interview results with students show that the majority, especially those highly engaged in learning activities, appreciate this approach. For instance, one student, referred to as M1, stated, "Group discussions have greatly helped me develop critical thinking." This statement reflects how collaborative learning not only creates space for idea-sharing but also facilitates deeper, more analytical thinking.

The main findings of this study indicate that although collaborative learning enhances students' critical thinking skills and confidence, there remains a gap in applying theoretical knowledge to practice, particularly in analyzing implicit persuasive elements in advertisements. The following sections elaborate on these findings in detail.

When discussing collaborative learning, it is crucial to understand the context in which this method is applied. Collaborative learning involves interaction between students in small groups, where they can share knowledge, discuss, and solve problems together. This creates an environment that encourages students to actively engage in the learning process. However, not all students experience the same benefits from collaborative learning. Some students, such as M10, report challenges in linking theory to practice. M10 revealed difficulty in analyzing subtle persuasive sentences, which indicates that while collaborative learning may improve critical thinking skills, there are still gaps to address. This suggests a need for additional strategies within collaborative learning, ensuring that students are not only able to discuss but also apply the theories they have learned in practical contexts. For instance, in M10's case, a more structured approach to teaching sentence analysis may be required to help students better connect theory to practice.

The affective aspect of collaborative learning is also important to consider. Students are not only involved in cognitive processes but also experience emotional and social development. For example, M6 stated that the method boosted their self-confidence: "My critical thinking has improved, especially in formulating logical opinions." This shows that collaborative learning has a significant impact not only on students' academic abilities but also on their courage to express ideas and opinions. When students feel more confident, they are more likely to actively participate in discussions and share their views, which in turn enriches the learning experience for all group members. In this context, it is important to explore how collaborative learning can be designed to ensure that all students, regardless of their engagement levels, can reap the same benefits. This method encourages students to build their own knowledge through active involvement in the learning process. One way to achieve this is by creating diverse groups where students with different backgrounds and levels of ability can collaborate. In this way, more active students can help those who may feel less confident, while less active students can provide perspectives that might not be considered by their peers. Collaborative learning also fosters unity, trust, and cooperation among group members, placing all participants on an equal footing.

Additionally, it is essential to create a supportive atmosphere within the group. A positive and inclusive atmosphere can help students feel more comfortable sharing ideas and participating in discussions. For example, flexible classroom settings, where students can move and interact easily, can improve group dynamics. Furthermore, introducing ground rules for discussions, such as respecting others' opinions and providing constructive feedback, can help create a safe environment for all group members. In a deeper analysis of collaborative learning, we must also consider the role of facilitators or instructors. Facilitators are responsible for guiding discussions, ensuring all voices are heard, and helping students overcome the challenges they face. Therefore, appropriate training for facilitators is crucial for the success of collaborative learning. They need to

be equipped with the necessary skills and strategies to manage groups, encourage participation, and help students connect theory with practice.

Critical thinking skills developed through collaborative learning also have long-term impacts on students' careers after graduation. Students accustomed to collaborative learning will be better prepared to face workplace challenges, where they need to collaborate with individuals from diverse backgrounds (Harsono, Hafsi & Mukminin, 2024; Harsono et al., 2022). Therefore, investing in collaborative learning not only benefits academic education but also contributes to students' professional development (Marni et al., 2020). Collaborative learning is a highly effective method for enhancing students' critical thinking skills. While most students appreciate this approach, there are challenges to be addressed, such as difficulties in linking theory with practice. Furthermore, the affective aspects of collaborative learning, such as increased self-confidence, are also crucial to consider. By designing inclusive and supportive collaborative learning experiences and providing proper training for facilitators, we can ensure that all students benefit from this method. Thus, collaborative learning not only contributes to students' academic development but also prepares them for success in an increasingly complex workplace.

Data from the third table show students' abilities to identify and analyze persuasive elements in advertising texts. The average analysis score is 79/100, with variations depending on the complexity of the ad. Below are the details of scores for some advertisements: The analysis reveals that students find it easier to recognize explicit persuasive elements, such as benefit claims and urgency (e.g., 'Last Chance!' by Toshiba), with an average score of 87/100. However, they struggle to identify implicit persuasion techniques, such as social influence in Coca-Cola advertisements ('Ignite Your Spirit'), resulting in lower scores. This suggests that students need additional support in recognizing hidden persuasive messages. Students perform better in analyzing ads that contain explicit persuasive elements, such as claims of benefits and urgency. However, they face challenges in understanding implicit persuasion involving descriptive language and emotional effects. This is a critical issue in communication and marketing, where the ability to understand various persuasive techniques can influence purchasing decisions and perceptions.

When discussing advertisements, it is important to consider how these ads are designed to capture the audience's attention (19). Ads with explicit benefit claims are generally easier for students to recognize. For example, in the "Comfort Protects Family" ad from Soklin Floor, there is a clear claim regarding the product's benefits. Students can identify that this product offers protection and comfort for the family. However, they often fail to perceive implicit calls to action. In this case, while students understand the benefits, they may not fully grasp the urgency to purchase the product immediately. Another interesting example is the Coca-Cola ad with the slogan "Ignite Your Spirit." In this ad, there is a strong social proof element, where Coca-Cola aims to show that many people enjoy their product, thus building a positive image in the eyes of consumers. However, students face difficulties in analyzing the effects of this social proof as part of persuasion. They may not realize that by showing happy people enjoying Coca-Cola, the ad creates a positive association that can influence purchasing decisions.

From the analysis conducted, it was found that the average analysis score of the students was 79/100. This score indicates that they have a good understanding of the persuasive elements in advertisements, but there is significant variation depending on the complexity of the persuasive elements used. For example, advertisements with urgency and incentive elements tend to receive higher scores. The "Last Chance!" advertisement from Toshiba, which gives the impression that the product is only available for a limited time, successfully grabbed the students' attention and encouraged them to act quickly. The score reached 87/100, indicating that the students were more responsive to clear and direct persuasive techniques. Similarly, the "Buy 1 Get 1 Free for One Day" advertisement from Alfamart also received a high score of 85/100. This attractive offer clearly provides an incentive for consumers to make a purchase immediately. In this case, the students were able to recognize effective marketing strategies and responded well to them.

On the other hand, advertisements that use indirect persuasion, such as descriptive language, tend to receive lower scores. This suggests that students still need more practice to understand more subtle and implicit persuasive elements. For example, advertisements that only describe the atmosphere or emotions without including clear benefit claims often make it difficult for students to identify the message being conveyed. In an increasingly competitive marketing world, it is important for students to develop their analytical skills, especially in the context of implicit persuasion. One way to improve this understanding is by conducting in-depth analyses of various types of advertisements, both explicit and implicit. By understanding the different techniques used in advertisements, students can become more critical and selective in assessing the information they receive. These findings align with the research of Harsono, Hafsi, & Mukminin (2024), which found that collaborative learning effectively improves students' analytical skills but poses challenges in transferring theoretical knowledge to practical application (Zhou & Colomer, 2024). Similarly, Marni et al. (2020) found that discussion-based learning enhances students' confidence, which is also reflected in this study's results. However, unlike the findings of Harsono et al. (2022), which suggested that students can easily transfer persuasion analysis skills across different contexts, our results indicate that implicit persuasion remains a challenge (Li & Hebert, 2024). This suggests the need for additional pedagogical strategies to strengthen students' ability to analyze complex persuasive messages.

## CONCLUSION

The results of this study indicate that the implementation of collaborative authentic assessment in Syntax courses significantly enhances students' critical thinking skills in analyzing persuasive sentence structures. Through this approach, students are given the opportunity to collaborate in analyzing advertisement texts containing persuasive elements, allowing them not only to understand syntax theory but also to apply it in real-world contexts. This collaboration fosters in-depth discussions, enriching their understanding of how sentences influence readers and how to construct logical arguments. The findings underscore that collaborative authentic assessment serves as an effective tool for developing students' analytical skills, improving their understanding of syntax theory, and preparing them with relevant critical thinking skills for the real world, while also making an important contribution to the development of more innovative and contextual learning models in higher education. However, this study is limited to a specific academic setting, which may affect its generalizability. It also focuses only on persuasive sentence structures, without considering other linguistic aspects. Future research should explore its application in diverse contexts and examine additional linguistic elements to gain a more comprehensive understanding. Longitudinal studies are also recommended to assess its long-term impact on students' critical thinking skills.

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