Enhancing Student Self-Disclosure through the Deep Talk Critical Method: A Case Study of Islamic Religious Education

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Article Info

ABSTRACT

Purpose of the study: This study aims to analyze how the Deep Talk Critical method is applied by Islamic Religious Education (PAI) teachers to enhance student self-disclosure and the impacts of this method on learning effectiveness.

Methodology: This qualitative field research employed triangulation of data sources, including interviews, observation, surveys, and documentation. The Miles and Huberman analysis model comprising data reduction, data display, and conclusion drawing was used. The study also defined four self-disclosure indicators: openness, empathy, support, and equality, based on interpersonal communication theories.

Main Findings: Findings indicate the Deep Talk Critical method is highly effective (85.72%) in fostering student self-disclosure. Specific indicators showed high performance: empathy (90.41%), equality (88.63%), support (84.87%), and openness (78.97%).

Novelty/Originality of this study: This study contributes to PAI communication strategy literature by formalizing Deep Talk Critical as a practical pedagogical model for strengthening self-disclosure and emotional intelligence among students.

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1. INTRODUCTION

In the era of globalization, education plays an important role in shaping future generations. Education is not only a fundamental need of every individual but also plays a role in developing human quality to be responsible and face future challenges [1]. Education in its broadest sense has always stimulated and accompanied the change and development of mankind [2]. Islamic Religious Education (PAI) is one of the aspects that must be emphasized in the education system, as it has a crucial role in shaping the character, morals, and spirituality of students [3]. Education does not only aim to transfer knowledge, but also to shape individual personalities so that they have an awareness of the religious and cultural values they embrace [4]. PAI in schools therefore has a very significant role in fostering moral strength and spiritual resilience in the face of modern complexities [5]. In today's era of information overload and complex social dynamics, students particularly at the high school level face serious emotional and psychological challenges [6]. heir understanding and appreciation of religious values are often influenced by peer interaction, personal experience, and exposure to media [7]. Yet, classroom learning remains heavily lecture-based. Educators still rarely employ emotionally supportive communication, resulting in limited student engagement. Every learner processes information differently [8], [9]. and thus requires a learning atmosphere that recognizes emotional diversity [10].

To address this, PAI teachers must offer emotionally supportive strategies. One of the emerging approaches is the "Deep Talk Critical" method, which encourages students to express thoughts, feelings, and experiences openly [11], [12]. It fosters meaningful interaction, empathy, and trust between teacher and student [13]. Self-disclosure voluntarily sharing inner experiences builds student confidence and social adaptability [14]. At the high school level, where identity-seeking is intense and peer pressure is high [15], [16], such openness becomes essential. When teachers share their own stories, students feel invited to reciprocate [17], [18].

Research conducted by Nurdin Arifin on the Relationship between Self-Disclosure and Anxiety shows that there is a negative correlation between self-disclosure and student anxiety in preparing a thesis. The higher the self-disclosure, the lower the anxiety. This indicates that openness in conveying experiences and feelings has an impact on a person's emotional well-being in an academic environment [19]. Furthermore, research by Bing Yang entitled Exploring the Relationship Between Teacher Talk Supports and Student Engagement from the Perspective of Students' Perceived Care revealed that teachers' communication patterns with students affect their level of engagement in learning. Students who feel that their teachers care are more likely to engage in dialogue and develop openness in academic interactions [20]. Another study conducted by Putri Wirda Utami showed that there is a positive relationship between self-disclosure and psychological well-being in students. This finding confirms that openness in communication contributes to students' psychological well-being [21]. In the context of education, these studies provide insights that deeper communication methods such as deep talk critical, can support students' openness in expressing their thoughts and experiences. Open communication in PAI learning not only increases students' engagement in discussions but also builds their confidence in expressing their thoughts and experiences more deeply [22].

Research has shown positive links between self-disclosure and emotional well-being [23], [24]. However, despite its potential, few studies have explored how deep talk critical is applied in Islamic education settings at the senior high school level. This represents a gap in the literature. Initial observations at Senior High School 3 Palangka Raya reveal that students remain hesitant to open up in class. The teaching approach is still largely one-way, despite attempts to create interaction. Factors like fear of judgment, low self-confidence, and lack of communication skills hinder their willingness to share. This study seeks to fill the identified gap by investigating how the deep talk critical method can be applied to support students' emotional development. Specifically, this research aims to: (1) analyze the application of the deep talk critical method in Islamic Religious Education (PAI) at Senior High School 3 Palangka Raya, and (2) evaluate its impact on students' self-disclosure. The problem underlying this research is: How effective is the deep talk critical method in increasing students' self-disclosure in PAI learning at Senior High School Negeri 3 Palangka Raya?

2.   RESEARCH METHOD

This study employed a qualitative approach with a field research design, conducted at Senior High School 3 Palangka Raya in February 2025. The aim was to analyze the effectiveness of the Deep Talk Critical method as applied by PAI teachers in developing students' self-disclosure [25]. Data collection involved four main techniques: structured surveys, classroom observations, in-depth interviews with PAI teachers, counseling teachers, and students, as well as documentation including field notes, learning activity photos, and school academic records. Sampling was purposive, selecting participants actively involved in the implementation of Deep Talk Critical in Islamic Education classes [26]. To ensure data validity, source triangulation was applied by comparing information from various sources (teachers, students, and counselors). Member checking was also conducted by validating interpreted data with the participants [27].

The analysis was structured around four core indicators of self-disclosure drawn from Social Penetration Theory (Altman & Taylor) and DeVito's interpersonal communication model: (1) Openness, (2) Empathy, (3) Support, and (4) Equality. These indicators served as analytical categories.

The data analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing/verification [28]. At the data reduction stage, relevant findings were sorted and coded thematically according to the four indicators. The processed data were then presented in narrative and visual form (tables and figures), and conclusions were drawn by identifying patterns across sources, verified through triangulation and participant feedback to ensure credibility.

3.   RESULTS AND DICUSSION
3.1. Deep talk critical Guru PAI

Interpersonal communication is an important process that allows individuals to build closer and deeper relationships. According to DeVito, in his book 'The Interpersonal Communication Book', interpersonal communication includes interactions between individuals that involve the exchange of verbal and nonverbal messages [29]. This communication is not only informative but also emotional, providing an opportunity for individuals to connect on a deeper level. One significant form of interpersonal communication is deep talk

critical. Deep talk critical involves an exchange of information that goes beyond the surface and touches on more personal experiences and feelings. The concept of deep talk critical is closely related to the constructivist approach in education, where students are expected to actively participate in their learning. Ntinda states that in the deep talk critical method, students are encouraged to dig deeper into their ideas, question their assumptions, and consider multiple perspectives [30]. For example, in learning Islamic Religious Education, a teacher can invite students to discuss the application of values such as tolerance and honesty in everyday life.

According to research conducted by Aerila, the deep talk critical method has several advantages in learning [31]. One of the main benefits is that it increases dialogue and a sense of community between students, where they are not only listening to stories but also engaging in deeper discussion and social interaction. In addition, this method also reduces negative inner speech and encourages children to be more open in dialogue with the group, with a safe and supportive environment, they are more confident in verbally expressing their thoughts and feelings. Another advantage of deep talk critical is that it promotes the development of social-emotional skills (SEL), such as empathy and healthy communication. Children become more aware of their own emotions and more sensitive to the feelings of others, thus strengthening their social interaction skills. However, deep talk critical also has some challenges in its implementation. One of them is the potential for intense and unexpected emotions to arise, as students may share touching or even traumatic personal experiences, which may be difficult for educators to handle without adequate training. In addition, this method has limitations in large-scale implementation, as it is more effective in small groups that allow for a quiet and intimate learning environment. In large groups, educators may struggle to ensure all students get a chance to speak and are actively engaged, which may reduce the effectiveness of the method. Therefore, for deep talk critical to be optimally implemented, educators need to get adequate support and training and make adjustments according to classroom conditions.

The results showed that the implementation of deep talk critical in PAI learning has created a conducive and effective learning environment. Based on classroom observations and interviews with teachers on 13 February - 26 February 2025, it was identified that teachers have implemented four important aspects of deep talk critical in learning: openness, empathy, support, and equality. This is reinforced by the following statement:

3.1.1 Openness

Openness is the willingness to respond happily to information received in dealing with interpersonal relationships. Openness plays an important role in overcoming self-disclosure barriers in critical deep talk. According to Altman & Taylor in Social Penetration theory, openness is a gradual process in which individuals reveal themselves more deeply as trust in social interactions increases [32]. Self-disclosure refers to a person's willingness to share personal information, feelings, or thoughts with others, which is a crucial aspect of building deep and meaningful relationships [33].

In this study, Islamic Education teachers showed an attitude of openness in communicating with students, which enabled an effective exchange of information without any barriers to expressing themselves. The implementation of the deep talk critical method in Islamic Religious Education (PAI) learning shows that open communication between teachers and students is influenced by an empathetic, supportive, and non-judgemental approach. This is in line with Devito's theory of interpersonal communication, which states that openness in communication not only increases learning effectiveness but also builds confidence and trust between communicators. This can be seen from the interview with the PAI teacher who stated that she creates a relaxed classroom atmosphere by slipping in humor to reduce tension. This approach allows students to share more easily, both related to lessons and personal experiences because they feel safe to discuss without fear (Interview with Mr. FR on Tuesday, 18 February 2025 at 08.47 WIB).

Mr. FR always tries to create a comfortable classroom atmosphere by inviting students to joke and talk casually. This approach makes students feel more relaxed, confident, and not afraid to express their opinions or share their experiences, whether related to lessons or personal matters. This warm and open atmosphere encourages students to be more active in discussions, without fear of judgment or blame. In addition, this kind of interactive and empathetic communication strengthens the relationship between teachers and students, creating mutual trust and respect. When students feel heard and valued, they absorb lessons more easily and dare to express their thoughts honestly. This approach also helps teachers understand the needs and characters of each student, making the learning process more effective and enjoyable. More than just providing subject matter, Mr. FR tries to build a supportive and inclusive learning environment, so that the classroom is not only a place to gain knowledge but also a space for students to grow and develop emotionally and socially. This is evidenced by the picture below which shows the warm interaction between Mr. FR and students in the classroom.
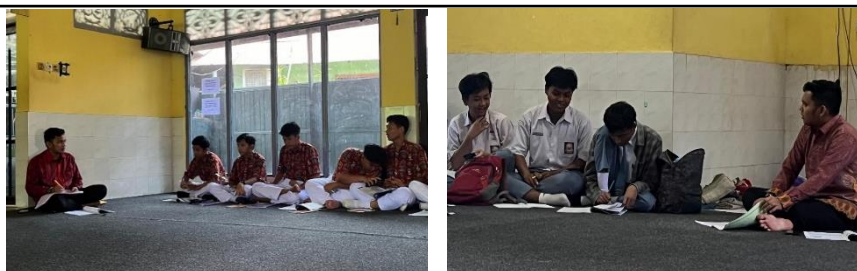
Figure 1. The Conversation Process Between Teacher and Students in the Classroom

Open communication between teachers and students not only creates a more comfortable learning atmosphere but also increases students' confidence in expressing their thoughts and experiences. When teachers can build a safe and non-judgmental environment, students will more easily participate in discussions and speak more freely. This shows that the deep talk critical method applied in PAI learning has helped students feel more valued and supported. This experience was also felt directly by one of the grade X students, who revealed how openness in communication affected his confidence. This was reinforced by one of the class X students with the initials DW who stated that they felt more comfortable and valued when interacting in class, so they did not hesitate to share their stories. The conducive atmosphere also makes them more relaxed in communicating (Interview with student DW on Wednesday, 26 February 2025 at 11.14 WIB).

In addition to the approach taken by PAI teachers in building openness in the classroom, counseling teachers also note that a safe and supportive environment is instrumental in improving students' self-disclosure. This is in line with the statement of Mrs. WW, the counseling teacher, who stated that students become more aware of their feelings and are more open to sharing their stories. A comfortable environment free from negative judgment boosts their confidence, especially when support from the class and positive responses from friends are also supportive. (Interview with Mrs. WW on Wednesday, 26 February 2025 at 09.13 WIB)

This statement shows that the openness in communication built by PAI teachers has created a more inclusive environment. A relaxed and supportive approach makes students feel more comfortable participating in discussions and expressing their thoughts and experiences in more depth. The level of openness in communication between teachers and students plays an important role in creating a supportive learning environment. The results of interviews with teachers and students show that a comfortable classroom atmosphere and non-judgemental interactions make it easier for students to talk and share their experiences. PAI teachers who use deep talk critical can help students feel valued, more confident, and more active in the learning process. The following data analysis illustrates students' comfort level in talking and sharing experiences during PAI learning sessions to understand the extent to which this openness occurs in table 1.

Table 1. Openness in Islamic Education Learning

Indicator	Percentage (%)	Category
Feel comfortable talking in class	78.63	Effective
Want to share personal experiences during critical deep talk sessions	79.31	Effective
Average	78.97	Effective

Based on the results of the data analysis table 1, shows that openness in PAI learning is included in the good category with an average percentage of 78.97%. This shows that the majority of students feel comfortable talking in class (78.63%) and have the desire to share their personal experiences in the talk session (79.31%). This percentage reflects that the learning environment built through the deep talk critical method has had a positive influence on students' openness. The application of deep talk critical makes students more confident in expressing their opinions and sharing their experiences in class [34]. This finding is in line with Ardianty's opinion that a supportive and non-judgemental environment can increase self-disclosure so that students are more confident in conveying their thoughts [35]. In addition, Sundari's opinion emphasizes that openness in communication is strongly influenced by positive social and environmental factors [36]. Sam also argues that openness in classroom communication can help students develop their social and emotional skills, which in turn has an impact on improving learning outcomes [37]. The deep talk critical method applied by PAI teachers has succeeded in creating a classroom atmosphere that is more open and conducive to effective communication, as well as contributing to improving social interaction and learning effectiveness.

3.1.2 Empathy

Empathy plays an important role in overcoming self-disclosure barriers because it allows a person to feel understood and accepted without fear of judgment. In the context of communication between teachers and

students, the empathetic attitude shown by teachers creates a safe and comfortable environment for students to express their thoughts, feelings, and personal experiences [38]. When teachers can feel and understand students' feelings and respond with sensitivity, students will be more confident in self-disclosure. Empathy not only helps build closer interpersonal relationships but also encourages students' openness in self-disclosure, which ultimately contributes to their personal and social development.

Based on observations made on February 18, 2025, it was found that students who were in class with the deep talk critical method tended to be more active in sharing their thoughts and experiences. The deep talk critical session showed an increase in student engagement in the discussion, characterized by more questions asked as well as responses to the topics discussed. In addition, the interaction between teachers and students also looked more intimate, with light jokes creating a comfortable atmosphere in the classroom. Some students who initially looked passive began to show interest in speaking, especially after the teacher encouraged them with a warm and non-judgmental attitude. This can be seen from the interview with the PAI teacher who stated that she responded to students' personal questions wisely based on religious teachings without judgment. A comfortable classroom atmosphere is also created so that all students, including the quiet ones, feel more open to sharing. (Interview with Mr. FR on Tuesday, February 18, 2025 at 08.47 WIB)

In addition to the role of PAI teachers in creating comfortable and open communication, it is also important for teachers to understand that each student has a different character. Some students may be easier to open up to, while others tend to be quiet and need a special approach. In this case, teachers need to be good listeners and provide constructive feedback so that students feel heard and valued. A more personalized approach, such as communicating directly individually, can help students who lack confidence to be more open. This is reinforced by the statement of Mrs. WW, as the counseling teacher, who emphasized the importance of individual attention in building students' openness by stating that she always emphasizes the importance of being a good listener and giving positive responses. For quiet students, more attention is given by inviting them to talk directly so that they feel comfortable sharing. (Interview with Mrs. WW on Wednesday, February 26, 2025 at 09.13 WIB)

Based on interviews with students, openness in communication in PAI classes provides a more positive experience for them. Students feel more comfortable and less bored during critical deep talk sessions, especially because of the teacher's relaxed and humorous teaching methods. It was also easier for them to share their daily stories, although they still considered the boundaries of privacy. In addition, students stated that sharing their experiences in class helped them understand themselves better, increased their sense of social acceptance, and strengthened their relationships with teachers and friends. This is reinforced by the statement of one grade X student with the initials ND who stated that learning PAI became more interesting, relaxed, and not boring. They feel that they understand themselves better and get closer to their friends and teachers (Interview with student ND on Wednesday, February 26, 2025, at 11.14 WIB).

It can be seen that an open and non-judgmental approach to communication makes students more confident in speaking. Teachers who create a supportive learning environment help students overcome barriers to self-expression, making it easier for them to interact and understand themselves. A comfortable classroom atmosphere makes students more willing to share their stories and participate in discussions without fear of judgment. The results of interviews and teacher statements show that an empathetic attitude in communication is very influential on students' self-disclosure in sharing their experiences and feelings. When teachers are able to understand and respond to students' feelings with sensitivity, they will feel more comfortable and confident to express themselves. This not only helps build a closer relationship between teachers and students but also creates a more supportive learning atmosphere. The following data provides further insight into how empathy in PAI learning impacts students' self-disclosure in table 2.

Table 2. Empathy in PAI Learning

Indicator	Percentage (%)	Category
Feeling more about yourself after sharing your story	83.61	Highly Effective
Feeling more accepted after sharing your story	97.21	Highly Effective
Average	90.41	Highly Effective

Based on the results of table 2, it show that empathy in PAI learning is included in the very good category with an average percentage of 90.41%. This shows that the majority of students feel more familiar with themselves after telling stories (83.61%) and feel more accepted after sharing stories (97.21%). This finding is in line with Farida's opinion that empathy is an important aspect of emotional intelligence that can strengthen social relationships and increase one's self-confidence [39]. In addition, Salasatikhana's opinion confirms that empathy in interactions can create stronger relationships and support deeper self-disclosure [40]. The empathetic attitude applied by PAI teachers has contributed to creating a more inclusive, supportive, and effective learning environment.

3.1.3 Supportiveness

Support is an attitude or action that creates a safe and comfortable environment so that a person feels accepted, valued, and encouraged to communicate openly [41]. Supportive attitudes of interlocutors, such as teachers or friends, can reduce defensiveness and increase a person's confidence to share their thoughts, feelings, or personal experiences. When individuals feel supported, they tend to be open in expressing themselves, resulting in more effective and in-depth communication [42]. In learning, a supportive teacher can encourage students to participate more actively, express their opinions, and build a better understanding of themselves and others.

Based on observation on February 19, 2025, PAI teachers actively created a supportive classroom environment through a relaxed and interactive approach. The teacher used humor, inspirational stories, and open discussion methods to build a comfortable atmosphere for students. Some learning sessions showed that students were more enthusiastic in participating in discussions when the teacher appreciated their opinions. In addition, the interaction between students also showed strong support, where they encouraged each other when expressing opinions or sharing personal experiences. These observations show that a supportive classroom atmosphere contributes to increasing students' courage to speak. This was evident from the interview with the PAI teacher who stated that she builds closeness with students through a relaxed approach, humor, and sharing stories to create a comfortable atmosphere. This method avoids a rigid or authoritarian teaching style, so students are more motivated to speak up. (Interview with Mr. FR on Tuesday, February 18, 2025 at 08.47 WIB)

The support provided by PAI teachers in learning plays an important role in increasing students' confidence to communicate openly. The teacher creates a comfortable, non-rigid classroom atmosphere and provides space for students to express their opinions without fear. This attitude not only builds a closer relationship between teachers and students but also helps students be more active in learning. In addition, this is also reinforced by a statement from teacher WW, as the counseling teacher who observed that a supportive learning environment has a significant impact on students' courage in expressing themselves. She stated that support from teachers and peers increases students' self-confidence. They become more courageous to speak, ask questions, and express their opinions without fear of making mistakes. (Interview with Mrs. WW on Wednesday, February 26, 2025 at 09.13 WIB)

The teacher's relaxed and warm approach to teaching creates a more comfortable and open classroom atmosphere for students. Humor and closeness through stories allow teachers to reduce awkwardness in communication and encourage students to be more confident in expressing their opinions. This supportive attitude does not only come from the teacher, but also develops among students, where they support and help each other in expressing their thoughts without fear of judgment. This is reinforced by the statement of one grade X student with the initials AB, who felt the positive impact of a supportive classroom environment by stating that teachers often use humor to create a relaxed atmosphere and encourage students to be more open in speaking. Support between friends is also established, so that differences in opinion are not immediately judged, but are helped so that they can be conveyed properly. (Interview with student AS on Wednesday, February 26, 2025 at 11.14 WIB)

Support provided by teachers and peers plays an important role in creating a positive and open learning environment. When students feel supported, they are more confident to speak up and share their experiences without fear of judgment. Teachers who can build a comfortable classroom atmosphere with a relaxed and supportive approach can help students more actively participate in learning. In addition, peer encouragement also contributes to forming healthier communication and mutual respect in the classroom. The following data illustrates how support in PAI learning impacts students' self-disclosure and self-confidence in table 3.

Table 3. Support in PAI Learning

Indicator	Percentage (%)	Category
Friends and teachers support when telling stories	77.68	Effective
PAI teachers help to be more open and confident	92.05	Very Effective
Average	84.87	Very Effective

Based on the results of the data analysis table 3, it shows that support in PAI learning is included in the very good category with an average percentage of 84.87%. This shows that the majority of students felt supported by friends and teachers when speaking (77.68%) and felt that PAI teachers helped them be more confident in communicating (92.05%). These percentages reflect that the presence of support from teachers and peers has created an environment conducive to self-disclosure and more effective communication. This finding is in line with Vygotsky's opinion which emphasized that social support, both from teachers and peers, plays an important role in students' cognitive and emotional development [43]. In addition, Setiawati also stated that a supportive environment can increase openness in communication and help individuals feel more confident in conveying their thoughts [44]. Hidayah also argues that a sense of support in social interactions encourages individuals to participate more actively and increase their understanding of themselves and others [45]. Support

provided by teachers and peers in PAI learning contributes to building a classroom atmosphere that is more open, inclusive, and encourages more effective communication.

3.1.4 Equality

Equality is a condition in which each individual is treated fairly and equally, without any difference in status, rights, or treatment, so that everyone has the same opportunity to contribute and be valued in an interaction or environment [46]. Equality in communication plays an important role in encouraging self-disclosure because when individuals feel treated fairly and equally, they will be more comfortable expressing their thoughts, feelings, and personal experiences without fear of being judged or belittled. In an equal environment, both teachers and students value each other's contributions, creating an atmosphere that supports self-disclosure and the free exchange of ideas. Equality makes students feel that their opinions and experiences have value, thus increasing confidence in communicating and sharing experiences in greater depth [47].

The observation on February 19, 2025, showed that the teacher not only provided equal opportunities for each student to speak but also actively encouraged those who tended to be passive to be more courageous in expressing their opinions. The teacher uses strategies such as asking open-ended questions to the whole class and encouraging students to respond to each other without fear of judgment. The teacher ensures that every student has a role and opportunity to convey ideas in group discussions so that there is no domination by certain individuals. The appreciative attitude that teachers give to each student's opinion also contributes to creating a more comfortable and inclusive environment. Through this approach, the learning atmosphere becomes more interactive, where students feel valued and more confident in expressing their thoughts and experiences. This can be seen from the interview with the PAI teacher who stated that she emphasized the importance of defending the truth without directly blaming others. Every student has the right to listen, and there is no compulsion to tell stories, but rather freedom according to their comfort. (Interview with Mr. FR on Tuesday, February 18, 2025 at 08.47 WIB)

Equality in communication allows each student to feel valued and listened to without any difference in treatment. PAI teachers create an inclusive learning environment by providing equal opportunities for all students to speak and share their experiences without fear of judgment. This attitude helps increase students' confidence in communicating and builds a more open and respectful classroom atmosphere. This is reinforced by the statement of Mrs. WW, the counseling teacher, who also observed that the classroom environment has the same effect on students' self-disclosure in communication. She stated that students are more open when they feel accepted and supported. Conversely, pressure or fear of being judged can inhibit them from telling the truth. (Interview with Mrs. WW on Wednesday, February 26, 2025 at 09.13 WIB)

Equality in classroom interaction makes students more comfortable in speaking and learning to appreciate various points of view without rushing to judge. This is reinforced by the statement of one grade X student with the initials ND who stated that differences of opinion are not addressed by blaming, but by listening first so that the discussion remains comfortable. Clarification is then done together to reach a better understanding. (Interview with student ND on Wednesday, February 26, 2025 at 11.14 WIB)

Equality in learning not only creates a fair environment but also provides space for students to feel more valued and confident in communicating. When students feel their opinions are heard and respected, they are more open to sharing their thoughts and experiences without fear. This also strengthens the relationship between students and teachers, building a more harmonious and interactive learning atmosphere. The following data provides further insight into how equality in communication affects students' social relationships and confidence in table 4.

Table 4. Equality in PAI Learning

Indicator	Percentage (%)	Category
Deep talks make relationships with friends and teachers better	96.45	Highly Effective
More confident after having deep talks	80.82	Effective
Average	88.63	Highly Effective

Based on the results of the data analysis above, it shows that equality in PAI learning is included in the very good category with an average percentage of 88.63%. This shows that the majority of students felt that in-depth conversations improved their relationships with teachers and friends (96.45%) and increased their confidence in speaking (80.82%). These percentages reflect that an equal environment in the classroom has contributed to creating a more inclusive and supportive learning atmosphere. This finding is in line with Handoko's opinion which emphasizes that education should be dialogic and treat all individuals equally to have a healthy exchange of ideas [48]. In addition, Fikri also argues that an equal environment in communication encourages individuals to be more open and confident in expressing their thoughts [49]. Effendi also states that equality in social relations contributes to the strengthening of self-identity and individual courage in conveying

ideas [50]. Equality in PAI learning creates a more supportive environment, allowing students to speak up and participate more actively in discussions and learning processes.

3.2 Results of Deep Talk Critical Method Implementation

Based on data analysis using the Miles and Huberman model which includes data reduction, data display, and conclusion drawing, it was found that the deep talk critical method implemented by PAI teachers at Senior High School 3 Palangka Raya is highly effective in developing students' self-disclosure. This finding directly answers the research question: "How does the deep talk critical method affect students' self-disclosure in PAI learning?"

The net results of the study reveal that the overall effectiveness score reached 85.72%, placing it in the "very effective" category. The four primary indicators analyzed were in table 5.

Table 5. Percentage of Deep Talk Critical in PAI Learning

Indicator	Percentage (%)	Category
Openness	78.97	Effective
Empathy	90.41	Highly Effective
Supportiveness	84.87	Highly Effective
Equality	88.63	Highly Effective
Average	85.72	Highly Effective

These percentages were obtained through a combination of survey responses, classroom observations, and interviews with students, teachers, and counseling staff, triangulated for validity (in Table 5). The data collection adhered strictly to the qualitative field research methodology outlined in the methods section.

The implementation of deep talk critical allows PAI teachers to create a learning environment where students feel psychologically safe, supported, and respected. This supportive atmosphere is reflected in the students' willingness to engage in discussions, share personal experiences, and express opinions more freely. The high percentage in empathy (90.41%) indicates that students feel genuinely understood and accepted, which is essential in overcoming the psychological barriers often associated with self-disclosure. The findings align with previous studies, such as Arifin, who found that self-disclosure reduces academic anxiety, and Yang et al., who emphasized that perceived care from teachers enhances student engagement. Similarly, Utami & Duryati reported a positive correlation between self-disclosure and psychological well-being. Compared to these studies, this research adds a structured implementation model deep talk critical that operationalizes these principles within PAI classes.

The novelty of this study lies in applying the deep talk critical model within a religious education context, something rarely explored in prior Indonesian educational research. While much of the literature discusses self-disclosure in counseling or secular contexts, this study bridges emotional pedagogy with faith-based instruction. From a theoretical standpoint, the results reinforce DeVito's interpersonal communication framework and Social Penetration Theory (Altman & Taylor), where gradual self-disclosure leads to deeper interpersonal bonds. The observed increase in classroom engagement, mutual respect, and emotional openness among students confirms that emotional safety fosters educational effectiveness. This research suggests that integrating deep talk critical into Islamic religious education can: Enhance students' emotional literacy and communication skills, Improve student-teacher rapport, Foster inclusive and psychologically safe learning spaces, These findings are particularly relevant for PAI teachers seeking to promote holistic education that combines cognitive, emotional, and spiritual growth. This study was limited to a single public high school in Palangka Raya with a relatively uniform student demographic. As such, results may not be generalizable to schools with more diverse cultural, religious, or socioeconomic backgrounds.

4.   CONCLUSION

The results of this study conclude that the Deep Talk Critical method is highly effective in enhancing students' self-disclosure in Islamic Religious Education (PAI) at Senior High School 3 Palangka Raya. This method successfully fosters a psychologically safe classroom atmosphere that enables students to express their thoughts, feelings, and experiences more openly. Through qualitative field research using triangulated interviews, surveys, and observations, four key indicators openness, empathy, support, and equality were identified as crucial dimensions in students' willingness to disclose. The consistently high scores across all indicators (average 85.72%) confirm that the method meaningfully addresses the research objective and supports the hypothesis that emotionally supportive pedagogy strengthens interpersonal communication in religious education settings.

Furthermore, the study proposes a conceptual contribution by formalizing Deep Talk Critical as a pedagogical model that integrates emotional intelligence and interpersonal communication within faith-based

education. This positions the method not only as an instructional strategy but also as a framework for building character and socio-emotional resilience in students. Therefore, the Deep Talk Critical method has both practical and theoretical implications: it improves classroom communication dynamics and offers a replicable approach for PAI teachers seeking to develop holistic, emotionally aware learners.

ACKNOWLEDGEMENTS

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