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**Using the International Model of  
the Qatar University Arabic  
Debating Championship (IUADC) to  
Practice Critical Thinking at the  
Namlah Student Activity Unit,  
Universitas Muhammadiyah  
Surakarta**

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**Abstract**

The research background indicates a decline in the critical thinking skills of the Indonesian population, as evidenced by PISA data. Indonesians remain susceptible to misinformation due to insufficient literacy and critical thinking abilities. The researcher aims to disseminate information regarding the Qatar debate competition model, which may be unfamiliar to our academics. Indonesia secured first place in the international Arabic language debate, an achievement that is not widely recognized. The Namlah student activity unit is affiliated with the University of Muhammadiyah Surakarta and focuses on Arabic debate. Namlah has participated in multiple debate competitions, including the Arabic language festival at UNS, the UADC-UII in Yogyakarta, and the MTQMN in Aceh. The researcher aims to examine the potential of the Qatar Debate Model System, which utilizes the Asian parliamentary framework, in enhancing students' critical thinking abilities. This field research employs qualitative methods, utilizing data collection techniques such as observation, documentation, and interviews, which are subsequently validated through a credibility assessment. Analysis of data involving reduction, presentation, and conclusion. The study's results indicate that the IAUDC model enhances students' critical thinking abilities, with 12 indicators derived from Ennis' theory effectively implemented through this model.

**Keywords:** *Qatardebate, Critical Thinking, Arabic debate*

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**INTRODUCTION**

The inadequate critical thinking and reasoning skills among Indonesian students are the impetus for this research. Data from the PISA (Program for International Student Assessment), a global study of educational systems initiated by the Organization for Economic Co-operation and Development and involving over 70 countries, indicates that critical thinking and educational quality in Indonesia were

ranked lowest in 2018. Furthermore, the continuous proliferation of globalization compels all stakeholders to acclimate to advancements in science and technology. Skilled and proficient human resources are essential for adaptation. Numerous educational study findings suggest that critical thinking enhances student performance across several topics and disciplines. One technique to enhance this skill is through scientific debate or public discourse, which may take the shape of a competitive argumentation match between two or more individuals on a prearranged proposition at a specified time or a formal direct oral contest. Scientific debate is a pedagogical activity that has long existed but has been neglected. Syamsudin Arif elucidates in his research titled "Adab al-Bahts wal Munazara" that debate has been employed by sophists as a pedagogical tool that facilitates bidirectional discourse and stimulates discussion.

The Oxford English Dictionary defines scientific debate as a formal discussion on a specific issue inside a general gathering or legislative assembly, where competing viewpoints are presented and typically concludes with a vote. During the presentation of arguments, which is consistently monitored by experienced judges, scientific debate is structured according to established standards, addressing both local and worldwide issues. A debate competition is being held in which participants utilize languages such as Arabic and English. University-level debate competitions are often conducted at regional, national, and international tiers. The debate competition is a significant event. It is generally known as NUDC (National University Debate Championship) or WUDC (World University Debate Championship) in English debate. The ministries of education, culture, research, and technology coordinate the NUDC or KDMI (Indonesian student debate tournament). Dikti often invites Indonesian universities to participate in this competition. The NUDC victor will then represent Indonesia at the WUDC. ITB Bandung has been selected as one of the universities to conduct a national English debate competition. ITB organizes an annual contest known as the Indonesian Varsities English Debate (IVED), which has 66 teams consisting of 200 individuals from various Indonesian institutions. The inaugural IVED took place at UI Jakarta. The NUDC organizers are similarly rotated and appointed by the government.

Simultaneously, the Qatardebate, organized by the Qatar Foundation for Education, represents an international Arabic debate platform. Qatardebate, established in 2008, is a constituent of the Qatar Foundation for Education, Science, and Community Development and serves as Qatar's national debate organization. The mission is to serve as a guiding force in fostering free thinking, open discussion, and constructive debate in Qatar, the Arab Region, and beyond. QatarDebate seeks to enhance discourse by empowering individuals to prepare future generations with the knowledge, skills, and confidence necessary to research, assess, and debate significant issues from diverse viewpoints. Qatardebate seeks to promote a culture of debate and open discourse through partnerships with various local and international organizations across countries including Kuwait, Oman, Sudan, Jordan, East Asia, Europe, and the United States. Qatar Debate functions as a community organization by partnering with local entities and ministries to enhance the quality of public debates, while also organizing various events and tournaments that engage schools and colleges globally. The theory of critical thinking relevant to parliamentary debate, as articulated by Ennis in Musfahroyin, identifies 12 indicators categorized into five aspects: providing simple explanations, developing basic skills, drawing conclusions, offering further explanations, and establishing strategies. Sari and Dewi Puspita (2017, p. 2). This study aimed to investigate the utilization of the IUADC version of the Arabic debate model by the Namlah student activity unit. This aids in supplying information to other colleges seeking to enhance their debate community through this strategy. This system is utilized in nearly all events.

## **LITERATURE REVIEW**

### **Different Types of Scientific Debate in Tournaments**

Widyamartaya defines arguing as talking to the other person to defend or attack his or her opinion, clashing intelligence, and arguments (Widyamartaya 2012, 21). A debate, according to the Oxford English Dictionary, is a formal discussion of a specific issue in a public gathering or legislative assembly that includes competing viewpoints and usually concludes with a vote. There are various sorts of arguments, such as: (1) Cross Examination Debating. This is a review argument, and the purpose

is to discover the truth in the prior examination. This argument is usually accompanied by a slew of interconnected questions. Questions were posed to help strengthen the content. (2) Educational Debating. This is a traditional formal debate. This discussion leads to positive outcomes. In actuality, this debate is competitive since the orientation ultimately wants the debate participants to improve abilities. (3) Debat Parlementer. We often hear parliamentary debates with assembly debates. In the English-language parliamentary debate, the motion is read "*this house believe*"

A discussion system known as the Asian and British systems arose from these three categories. A broad type of scholarly argument. This approach has also garnered backing from the United Kingdom, Ireland, Canada, India, Europe, Africa, the Philippines, and the United States, and it has been adopted as the official style of the World University Debate Championship and the European University Debate Championship (Husnawandi dan Syamsudarni 2016, 119). Each round of the British parliamentary debate system features four teams. Two teams representing the government back the movement, while another team representing the opposition opposes it. Opening and closing arguments are conducted by separate teams. The duties of each speaker and procedures in the British Parliament are as follows:

a) Prime minister, The Prime Minister began the debate with a seven-minute address. The Prime Minister is responsible for establishing and interpreting government resolutions, as well as interpreting and building the case for propositions. b) Leader of the Opposition, The opposition leader must clearly endorse the prime minister's definition and interpretation of the resolution. In extraordinary situations, when the definition is illogical and the meaning is lost, the opposition leader reserves the right to reject the definition. The leader of the opposition has two main responsibilities: refuting all of the Prime Minister's evidence and arguments on a motion and then presenting one or three arguments against the Prime Minister's interpretation. c) The Deputy Prime Minister, The Deputy Prime Minister has three main obligations: to refute the arguments put forward by the leader of the opposition, to defend the arguments and resolutions put forward by the Prime Minister, and to add one or more arguments to the case put forward by the Prime Minister. d) The deputy leader of the opposition's role is similar to that of the deputy prime minister in that the deputy leader must forward the opposition leader's rebuttals. The second need is that the deputy leader

defend the arguments offered by the opposition leader, and the third requirement is that the deputy leader present one or more additional arguments. e) Member of Government, Members of the government must first defend the overall direction of the argument launched by the initial government team. Second, representatives of the administration must continue to reject the first opposition team's claims. Finally, representatives of the government must construct one or more distinct arguments. f) Member of Opposition, Members of the opposition must play numerous roles, including defending the leader of the opposition's case. The second member of the opposition must respond briefly to the government's case made by the first speaker. The opposition's three members must then give a more explicit rebuttal. g) The duties of the opposition team's closing speaker are nearly identical to those of the government team's closing speaker. That is, rejecting the opponent's offer of an extension. Defending the extensions proposed by opposition members and summarizing the debate from the opposition's point of view. h) Opposition whip, The duties of the opposition team's closing speaker are nearly identical to those of the government team's closing speaker. That is, rejecting the opponent's offer of an extension. Defending the extensions proposed by opposition members and summarizing the debate from the opposition's point of view.

Following that is the Asian Parliament, which is used in the Qatar Debate. In the competition, teams are separated into pros and cons, with each team consisting of three members. Government Team (فريق الحكومة) Explain that there are current difficulties, that there are initiatives to fix these problems, and that the solutions offered have a significant impact on the situation. Opposition Team Denying that the government team's solution did not solve the problem, claiming that the impact provided by the government team's solution was ineffective, and claiming that there are other ways that are more effective than the technique supplied by the government team.

### **Characteristics Critical Thinking**

According to John W. Santrock, critical thinking involves the manipulation, management, and transformation of information in memory. This is frequently done to comprehend, reason, and think critically in order to make decisions and solve

problems. Thinking is a type of individual life that produces guided ideas. Thinking will also lead us to the desired understanding. Thinking, according to Mohammad Surya, is higher or highest level cognitive behavior. According to Ahmad Susanto's Webster's New Encyclopedic "critical" means using or exercising careful and objective assessments. As a result, critical thinking might be defined as decision-making thinking that demands precision. Rational and critical thinking is a problem-solving learning behavior. The majority of students will answer using principles and principles (Syah Muhibin 2012, 123). Critical thinking is the foundation for making judgements, interpretations, and takwil in Islam. The Al-Qur'an and Hadith are interpreted critically to ensure that they are true. There are various methods for teaching critical thinking: Ask "how and why"? to train critical thinking, Look up the facts to see if there is evidence to support them, Debate rationally, not emotionally, Recognize that there may be more than one better answer or explanation, Compare different answers to a single question and judge which is really the best answer, Not merely take the response as the truth, but evaluate it and, if feasible, ask what others have to say, Allow for questions and suggestions about what we already know in order to create new ideas and information (Santrock and John 2013, 359).

Critical thinking is a mental process. Motion surgery in a scientific debate competition consists of understanding and formulating a problem, gathering and analyzing necessary and reliable information, formulating hypotheses, logically testing hypotheses, drawing conclusions, and also good arguments. Curiosity and the desire to delve further into anything motivate critical thinking. Humans have been endowed with critical thinking since birth, thus it must be cultivated and developed

## **RESEARCH METHOD**

### **Types of research**

The researchers employed qualitative approaches in this study. According to Moleong, referencing Bodgan and Taylor, a qualitative method is a research procedure with the purpose of producing descriptive data. the informationIt can take the form of written or spoken remarks from people as well as observable behaviors. The presentation of data that is within reasonable bounds or displays data is a feature of qualitative research(Sugiyono 2015, 136).

With the presence of descriptive data in qualitative research, the data from the analysis will have parts that provide an overview of the report's presentation. Data or information from the results is used in the context of this study. tests performed on a sample basis, then critically analyzed (Moleong 2018, 224).

### **Data source**

The researcher used data sources from a group, which was divided into two types based on what was done on the object of study in the study, the primary data was the result of interviews with informants, documentation from the unit student activities, where this activity is carried out by observing and interviewing Arabic debate activities in the Namlah student activity unit. For the time being, secondary data sources include books, scientific literature, journals that investigate the impact of discussion on critical thinking, parliamentary debates, and so on.

### **Data collection technique**

The data gathering technique utilized is a strategy used by researchers to collect data and tie it to the hypothesis adopted (Haris Herdiansyah 2010, 84). Adapun teknik pengumpulan data yang dilakukan dalam penelitian ini adalah dokumentasi, Observasi, dan wawancara. The following is an explanation of the data collection technique carried out by the researcher: a) in this technique the researcher first observed and analyzed the use of the IAUDC model in the debate training process at Namlah. b) then after obtaining the desired data, the researcher identified the level of critical thinking of students using the Qatar IAUDC model debate method. Following observations, researchers used documentation techniques to identify students' critical thinking using the IAUDC Qatar model of scientific discussion. During the interview technique, the researcher developed a set of questions and conducted interviews with the study object, namely debate participants or debaters from the Namlah student activity unit, a total of 9 people.

### **Data Analysis Technique**

Data analysis is very vital in a research. data that obtained will be analyzed at this stage so that conclusions can be drawn (Kasiram 2010, 125) and (Sugiyono 2015,

244). Data analysis in this study using the results of data analysis conducted by Miles and Huberman consists of four steps, namely data collection, data reduction, data presentation, and conclusion. The explanation is: (1) Data collection. The data collection process was carried out before the research, during the research, and even at the end of the research. This process begins with observing the process of critical thinking training through debate. Then it is strengthened by interviewing and documentation techniques. (2) Data reduction, Data reduction is the process of merging and uniforming the forms of data obtained into one form to be analyzed. As for the stages in data reduction on the use of the Qatar Arabic debate model to train students' critical thinking, they are as follows: a) The researcher confirmed the data regarding the use of the Qatar Arabic debate model to train students' critical thinking, which was carried out at the time of data collection. b) Validating and recording primary data regarding the use of the Qatari Arabic debate model to train students' critical thinking. (3) Data Presentation: in data presentation or data display, the process of processing semi-finished data is uniform in written form and already has a clear theme flow. The purpose of presenting the data is to facilitate drawing conclusions. (4) Drawing conclusions: in drawing conclusions, this can be compiled by re-selecting the data obtained through checks and cross-checks.

## **RESEARCH RESULTS AND DISCUSSION**

### **The Urgency of Arabic Scientific Debate**

As explained in the background, there is data showing how low the level of critical thinking is among Indonesian students. Data from PISA (Program for International Student Assessment) initiated by the Organization for Economic Co-operation and Development is a study to evaluate the education system, which is participated in by more than 70 countries around the world, showing that critical thinking and the quality of education in Indonesia are ranked 1st-7 from below in 2018. Didactics are teaching and learning activities that have been implemented since ancient Greece and were used by the sophists. This debate is very popular, especially at the student level or university level, because learning uses andragogy, not pedagogy. Students are required to discuss.



Meanwhile, in the classroom, the lecturer or teacher only acts as a facilitator, instructing students to discuss material in groups. Even though this is called andragogy, the stimulus and motivation are lacking for them. While the debate provides a stimulus and motivation for them to discuss something with a reward in the form of victory, Debate also forces them to think about a controversial issue, looking for rhetoric and arguments in order to win. In addition, the debate also trains students' self-confidence and mentality because many spectators and judges see them arguing. The debate does not only use Indonesian but now uses various languages, such as Arabic and English.

The Qatar Debate is an international-level Arabic scientific debate tournament held by the Qatar Foundation for Education, Science, and Community, attended by various countries and from high school level to university level. Qatar Debate was founded in 2008 and is Qatar's national debate organization, whose aim is to be a guiding force in nurturing the spirit of free thought, open discussion, and constructive debate in Qatar, the wider Arab Region, and beyond. QatarDebate is oriented towards enriching dialogue and empowering minds to prepare the next generation with the knowledge, skills, and confidence to explore, analyze, and debate important issues from all sides. Qatardebate seeks to spread a culture of debate and open dialogue through building bridges in cooperation with many local and international institutions in countries such as Kuwait, Oman, Sudan, Jordan, East Asia, Europe, and the United States. As an organization, Qatar Debate also serves the community by partnering with local organizations and ministries to improve the quality of public discussions, as well as organizing various events and tournaments involving schools and universities from around the world.

The system adopted by Qatar Debate is Asian-parliamentary. Each team consists of 3 people; the following is the task table for each speaker in the IAUDC Qatar debate model:

Tabel 1. Jobdesk speaker on model IAUDC Qatar debate

*Source:* Qatardebate system documentation

	<b>Affirmative</b>	<b>Negative</b>
First Speaker	<ul style="list-style-type: none"> <li>• Giving definition</li> <li>• Giving a theme line and stating stance</li> <li>• Giving a team split</li> <li>• Deliver argument</li> <li>• summary</li> </ul>	<ul style="list-style-type: none"> <li>• Accept definition/challenge invalid definition</li> <li>• Giving theme line and stating stance</li> <li>• Giving a team split</li> <li>• Deliver rebuttals</li> <li>• Deliver argument</li> <li>• summary</li> </ul>
Second Speaker	<ul style="list-style-type: none"> <li>• defend previous team mate, and rebut</li> <li>• deliver argument</li> <li>• summary</li> </ul>	<ul style="list-style-type: none"> <li>• same as affirmative</li> </ul>
Third Speaker	<ul style="list-style-type: none"> <li>• Rebuttals</li> <li>• No new argument</li> <li>• summary</li> </ul>	<ul style="list-style-type: none"> <li>• same affirmative</li> </ul>
Reply Speaker	<ul style="list-style-type: none"> <li>• summary and biased debate over view</li> <li>• no new argument and rebuttal</li> <li>• why should we win?</li> </ul>	<ul style="list-style-type: none"> <li>• Same affirmative</li> </ul>

### **Application of Critical Thinking Indicators to the IAUDC Qatardebate Scientific Debate Model**

According to Scriven and Paul, critical thinking is an intelligent disciplinary process of active and skilled conceptualization, application, analysis, synthesis, and evaluation

that is gathered from or generated by observation, experience reflection, reasoning, or communication as a guide to belief and action. Ennis highlighted in his book, *Goals for Critical Thinking*, that critical thinking includes both character and talents. Both are not independent aspects of a person. According to Ennis, the table below contains markers of critical thinking and aspects.:

Table 2. Indicators of critical thinking theory from Ennis

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>
1	Give a simple explanation	a. Focusing questions b. Analyze questions c. Ask and answer questions about an explanation.
2	Build basic skills	a. Consider whether the source can be trusted or not. b. Observe and consider a report on the results of the observations.
3	conclude	a. Deduce and consider the results of the deduction. b. Inducing and considering induction c. Make and determine the results of the consideration.
4	Provide further explanation	a. Define terms and consider a definition in three dimensions. b. Identify assumptions.
5	Set strategy and tactics	a. Define action. b. Interact with others.

This is consistent with the findings of interviews and observations that debate participants' talents will improve as the intensity of their training and the number of competitors grow. During the interview, the informants acknowledged that the IAUDC Qatar debate model is a useful way for training critical thinking. Because the critical thinking signs have been properly implemented utilizing this paradigm, To make things easier for us, we've put together a table of IAUDC model implementation characteristics to train critical thinking:

Table 3. Implementation of indicators and aspects in the IAUDC Model

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Its implementation in parliamentary/IAUDC scientific debates</b>
1	Give a simple explanation	a. Focusing questions b. Analyze questions c. Ask and answer questions about an explanation	Aspects and indicators were carried out during the interruption session during the debate. In the second minute, usually the interrupt has been opened.
2	Build basic skills	a. Consider whether the source can be trusted or not b. Observe and consider	This aspect is applied when dissecting a motion. Because debaters will be required to find sources and develop arguments as well as possible,
3	Conclude	a. Make a deduction and analyze the results. b. Inducing and thinking about induction c. Create and assess the outcomes of the consideration	This aspect is applied to every debater at the end of the delivery of arguments. Especially for debaters who get the task of concluding, which usually comes from the first or second speaker.
4	Provide further explanation	a. Define terms and consider a definition in three dimensions. b. Identify assumptions.	This aspect was applied by the first speaker, who conveyed the background of the motion and the limitations of the discussion. The first speaker also gave definitions to certain points or editorials.
5	Set strategy and tactics	a. Define action b. Interact with others	This aspect is applied before the debate begins. Before the debate begins, there is case building, where all participants will develop strategies and steps to win the competition.

## CONCLUSION AND RECOMMENDATION

According to the findings of a study using the IAUDC Qatar debate model, practicing critical thinking with the IAUDC debate method can help students improve their critical thinking skills. This is due to the fact that there are other motivators that help stimulate their desire to practice, such as competing in other areas and developing their ability to speak Arabic. Furthermore, the IAUDC scientific debate model is consistent with various scientists' theories, such as the 12 markers of critical thinking, and the aspects have been well applied utilizing this model. It is intended that this research be expanded in order to improve the critical thinking skills of Indonesian students. Researchers anticipate that the study will yield newer approaches to promoting critical thinking, which might take the form of training modules or scientific journals.

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