International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Exploring The Manifestation Of Critical Thinking And Creativity In Khitobah And Munadzarah Learning Among Arabic Language Education Students

Salsa Hauna Ajidin
UIN Sunan Kalijaga Yogyakarta, Indonesia
Nur Hidayat
UIN Sunan Kalijaga Yogyakarta, Indonesia
Asrofi Hilal
UIN Sunan Kalijaga Yogyakarta, Indonesia
Suci Noor Asa Khaliza
UIN Sunan Kalijaga Yogyakarta, Indonesia
Oktavia Dwi Lestari
UIN Sunan Kalijaga Yogyakarta, Indonesia

Corresponding Author: salsahauna03@gmail.com

Abstract

This study aims to describe the manifestations of critical thinking and creativity among university students in the Khitobah wa al-Munāẓarah course in the Arabic Language Education Study Program. The study employed a descriptive qualitative approach. Data were collected through the analysis of students' khitobah assignment videos, observations of munāẓarah activities, and learning documentation. The data were analyzed through the stages of data reduction, data display, and conclusion drawing. The findings reveal that students demonstrated diverse forms of creativity in producing Arabic-language content. This creativity was reflected in the variety of content formats they created, including presenter-style videos, Arabic poetry performances, A Day in My Life videos, speeches, storytelling, and motivational content. Furthermore, students' creativity was evident in their development of themes, utilization of digital media, and use of communicative and engaging Arabic language. On the other hand, manifestations of critical thinking were observed in munāẓarah activities through students' ability to present arguments, provide supporting reasons, respond to opposing viewpoints, and formulate

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

conclusions regarding the debated issues. The findings indicate that Khitobah wa al-Munāẓarah learning serves not only as a means of developing Arabic speaking skills but also as a platform for fostering students' critical thinking and creativity. These two competencies contribute to the development of academic communication skills and digital literacy that are relevant to the demands of 21st-century learning.

Keywords: Critical Thinking, Creativity, Khitobah (Arabic Public Speaking), Munāẓarah (Arabic Debate), Arabic Language Content, Arabic Language Education

INTRODUCTION

Arabic speaking proficiency is often considered one of the primary indicators of successful Arabic language learning in higher education. However, amid the rapid development of digital technology and the increasing demand for 21st-century competencies, speaking proficiency can no longer be understood merely as the ability to convey messages orally (Bradley et al., 2023). Students are expected to use language not only as a means of communication but also as a tool for thinking, constructing arguments, solving problems, and producing creative works that are relevant to contemporary developments (Iolanda et al., 2022) In other words, Arabic language learning is no longer solely oriented toward the mastery of linguistic aspects, but also toward the development of critical thinking and creativity skills (Thornhill-miller et al., 2025).

This shift can be observed in the teaching practices of the Khitobah wa al-Munāẓarah course. Traditionally, this course has been designed to develop students' skills in Arabic public speaking (khitobah) and debating (munāẓarah) (Saiz, 2022) However, the advancement of technology and the rise of digital culture have encouraged students to express their language skills through more diverse forms of communication (Shadiev & Wang, 2022). In the learning process, students are not only required to deliver speeches in a conventional manner, but also to produce various forms of Arabic-language content, such as news presenting, Arabic poetry performances, *A Day in My Life* videos, storytelling, religious speeches, and motivational videos. This phenomenon indicates that Arabic language learning has evolved into a learning space that enables students to integrate language proficiency, critical thinking, and creativity within a single educational activity (Selfa-sastre, 2022)

Munādẓarah activities provide students with opportunities to develop critical thinking skills through processes of argumentation, providing reasons, evaluating opinions, and drawing conclusions (Saiz, 2022) In debate situations, students are not only required to speak Arabic but

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

must also be able to defend their opinions with logical reasons and respond to different viewpoints in a rational manner. This process reflects higher-order thinking activities that involve the ability to analyze, evaluate, and make decisions based on available information (Thornhill-miller et al., 2025) Therefore, munāẓarah does not only function as a speaking practice activity but also as a means of developing critical thinking patterns in the use of Arabic language.

On the other hand, the task of producing Arabic khitobah content provides students with extensive opportunities to demonstrate creativity (Selfa-sastre, 2022) This creativity is not only evident in the selection of diverse content formats, but also in how students develop themes, organize messages, utilize visual elements, and integrate various digital features in video presentations. The presence of formats such as *A Day in My Life*, Arabic poetry, and storytelling indicates that students are not merely reproducing learning materials, but are attempting to transform Arabic into a medium of expression that is closer to their everyday experiences and lives (Thornhill-miller et al., 2025) Thus, creativity in Arabic language learning is not only related to the ability to generate new ideas, but also to the ability to package and communicate those ideas effectively to an audience.

Previous studies have shown that academic debate contributes positively to the development of students' critical thinking skills. Other research has also revealed that the use of digital media in language learning can enhance students' creativity and engagement (Bradley et al., 2023) However, most studies still treat critical thinking and creativity as two separate constructs. Research on *Khitobah wa al-Munāẓarah* has generally focused more on improving speaking skills, language fluency, or vocabulary mastery (Hasanah, 2025) Studies that specifically explore how critical thinking and creativity emerge simultaneously in the learning process of *Khitobah wa al-Munāẓarah* remain limited, particularly in the context of higher education Arabic language programs. (José & Garrido, 2024)

These limitations indicate the need to understand *Khitobah wa al-Munāẓarah* not only as a means of developing speaking skills, but also as a space for cultivating 21st-century competencies (Liesa-or et al., 2020) In this context, critical thinking and creativity are viewed as two complementary abilities. Critical thinking enables students to build the quality of content and argumentation, while creativity allows ideas to be delivered in more engaging, innovative forms that are aligned with the characteristics of digital society (José & Garrido, 2024)

Based on this background, this study aims to describe the manifestations of students' critical thinking and creativity in *Khitobah wa al-Munāẓarah* learning in the Arabic Language Education Study Program. The focus of the study is directed at the forms of critical thinking that

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

emerge in *munāẓarah* activities as well as the forms of creativity demonstrated by students in Arabic content production. This research is expected to contribute theoretically to the development of Arabic language learning studies, as well as provide empirical insights into the role of *Khitobah wa al-Munāẓarah* in shaping students who are not only proficient in Arabic, but also critical, creative, and adaptive to developments in digital communication

METHOD

This study employs a descriptive qualitative approach to describe the manifestations of students' critical thinking and creativity in *Khitobah wa al-Munāẓarah* learning in the Arabic Language Education Study Program (Shadiev & Wang, 2022) This approach is chosen because the study does not aim to measure relationships between variables or test specific hypotheses, but rather to understand and describe phenomena that emerge during the learning process in depth, based on data obtained from students' activities.

The research subjects are students of the Arabic Language Education Study Program who are enrolled in the *Khitobah wa al-Munāẓarah* course in the second semester of the 2025/2026 academic year. The subjects were selected purposively by considering their involvement in *munāẓarah* activities and Arabic khitobah video production tasks, which constitute the focus of the study. The total number of participants in this research is 39 students.

Research data were collected through observation, documentation, and analysis of students' assignments. Observations were conducted during *munāẓarah* activities to identify forms of critical thinking that emerge in processes such as argumentation, giving reasons, presenting rebuttals, and drawing conclusions. Meanwhile, documentation in the form of students' khitobah videos was used to identify manifestations of creativity in various aspects, such as presentation format, theme development, use of Arabic language, and utilization of digital media.

In this study, the analyzed videos consist of various content forms produced by students, including presenter-style videos, Arabic poetry, *A Day in My Life*, storytelling, sermons, and motivational videos. This diversity of content forms serves as the main data source for understanding how students express creativity through Arabic within the learning context.

The main instrument of the study is the researcher herself (human instrument), who is responsible for observing, collecting, interpreting, and analyzing the data. To support the data collection process, the researcher used observation sheets, field notes, and video analysis frameworks developed based on indicators of critical thinking and creativity. Indicators of critical

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

thinking include the ability to present arguments, provide reasons, evaluate opinions, and formulate conclusions. Meanwhile, creativity indicators include format flexibility, idea originality, theme development, linguistic creativity, and the use of digital media.

Data analysis was conducted interactively following the model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, which consists of three stages: data reduction, data display, and conclusion (Al-Adawat : Jurnal Pendidikan Madrasah Ibtidaiyah Building a Caring Generation : The Construction of Scouting to Students Social Skills) At the data reduction stage, the researcher selected and organized data relevant to the research focus. The data display stage involved organizing categories, themes, and research findings tables so that emerging patterns could be systematically identified. Finally, the conclusion drawing stage involved interpreting relationships among findings to obtain a comprehensive understanding of the manifestations of students' critical thinking and creativity.

To ensure data validity, this study applied triangulation techniques by comparing the results of observations, video documentation, and learning notes. In addition, the researcher also rechecked categorized data to ensure consistency between findings, interpretations, and the research focus (Skills, 2020)

Through these procedures, this study is able to provide a comprehensive overview of how students' critical thinking and creativity are manifested in *Khitobah wa al-Munāẓarah* learning, both through debate activities and through digital Arabic content production.

DISCUSSION

Data Analysis Results

Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing as proposed by Miles, Huberman, and Saldaña (Hasil et al., 2026) At the data reduction stage, the researcher selected all data obtained from observations of *munāẓarah* activities, documentation of khitobah videos, and learning notes. Data relevant to the research focus were then coded and grouped based on similar characteristics.

The coding process produced two main themes, namely the manifestation of students' critical thinking and creativity in *Khitobah wa al-Munāẓarah* learning. These themes were further developed into several sub-themes that formed the basis of the analysis process.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Table 1. Data Coding of the Study

Main Theme	Sub-theme	Data Code
Critical Thinking	Presenting Arguments	BK1
Critical Thinking	Providing Reasons and Evidence	BK2
Critical Thinking	Responding and Counter-arguing	BK3
Critical Thinking	Drawing Conclusions	BK4
Creativity	Variation of Content Format	KR1
Creativity	Theme Development	KR2
Creativity	Linguistic Creativity	KR3
Creativity	Digital Creativity	KR4

Based on the coding results, two main themes emerged as the core findings of the study: the manifestation of students' critical thinking and creativity. The theme of critical thinking appeared through argumentative activities in *munāẓarah*, while the theme of creativity emerged through Arabic khitobah video production tasks.

Manifestation of Critical Thinking in *Munāẓarah* Activities

Ability to Present Arguments, Provide Reasons and Evidence, and Evaluate/Counter Arguments:

Table 2. Manifestation of Students' Critical Thinking on the Topic "Is Working While Studying Beneficial for Students?"

Main Theme	**Sub-theme**	**Data Code**	**Indicator**	**Field Example**	**Interpretation**
Critical Thinking	Presenting Arguments	BK1	Stating a pro position	The pro group argued that working while studying provides work experience that cannot be obtained in the classroom,	Students are able to connect academic learning with labor market needs.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

				thus better preparing students for professional careers after graduation.	
Critical Thinking	Presenting Arguments	BK1	Stating a pro position	The pro group stated that students who work have opportunities to develop communication, leadership, and teamwork skills through workplace interaction.	Students are able to recognize long-term benefits of working.
Critical Thinking	Presenting Arguments	BK1	Stating a contra position	The opposing group argued that part-time jobs often cause fatigue, reducing students' concentration during lectures.	Students are able to identify negative impacts on the learning process
Critical Thinking	Presenting Arguments	BK1	Stating a contra position	The opposing group stated that working commitments may reduce students' opportunities to participate in organizations, seminars, and other academic activities	Students are able to recognize social and academic consequences of an activity.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Critical Thinking	Providing Reasons and Evidence	BK2	Logical reasoning	The pro group explained that many companies prefer job applicants with work experience rather than those with only high academic grades.	Demonstrates the ability to provide real-world based reasoning
Critical Thinking	Providing Reasons and Evidence	BK2	Logical reasoning	The opposing group explained that students who work night shifts tend to experience fatigue, resulting in decreased daytime learning productivity.	Demonstrates understanding of cause-and-effect relationships
Critical Thinking	Providing Reasons and Evidence	BK2	Using real examples	Students provided examples of several students whose GPA decreased after taking jobs with heavy workloads	Shows ability to use field-based evidence to support arguments.
Critical Thinking	Countering Arguments	BK3	Critiquing opposing arguments	The opposing group argued that work experience is not always relevant to students' academic fields and therefore cannot be generalized.	Demonstrates ability to evaluate weaknesses in arguments.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Critical Thinking	Countering Arguments	BK3	Offering alternative perspectives	The pro group responded that work experience still provides added value in interpersonal skills even if it is unrelated to the field of study.	Demonstrates ability to provide alternative perspectives.
Critical Thinking	Countering Arguments	BK3	Critiquing opposing arguments	The pro group argued that declines in academic performance are not always caused by work but may result from poor time management.	Demonstrates ability to distinguish main and contributing causes.
Critical Thinking	Drawing Conclusions	BK4	Summarizing discussion results	Students concluded that working while studying can be beneficial if it is done according to personal capacity and effective time management.	Demonstrates synthesis of various arguments presented.

Based on Table 2, students demonstrated critical thinking skills through activities such as presenting arguments, providing logical reasons, presenting relevant evidence, counter-arguing opposing views, and drawing conclusions from discussions. These abilities were observed in both pro and contra groups when discussing the topic of working while studying.

The manifestation of critical thinking in *munāẓarah* shows that students do not merely use Arabic to express opinions, but also to construct reasoning processes. Their ability to present arguments, provide reasons, and respond to opposing views indicates that language is used as a

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

tool for thinking (Darby, 2007) This finding demonstrates that debate activities encourage students to engage in analysis, evaluation, and decision-making processes, which are core components of critical thinking according to Peter A. Facione (Qohar & Sulandra, 2021)

This finding is consistent with Facione's view, which positions analysis, evaluation, and inference as core elements of critical thinking (Zakaria & Priyatni, 2021) In the context of Arabic language learning, these abilities show that students are not only practicing speaking skills (*maharah al-kalām*), but also developing higher-order thinking skills (Arab et al., 2025) Thus, *munāẓarah* can be viewed as a learning strategy that integrates linguistic competence and intellectual competence simultaneously.

The pro group argued that working while studying provides work experience that cannot be obtained in the classroom. This finding indicates that students do not perceive higher education merely as a process of acquiring academic knowledge, but also as a means of preparing for professional demands. This perspective reflects students' ability to connect learned concepts with real-world contexts.

From a critical thinking perspective, the ability to relate an issue to its practical consequences is part of the processes of analysis and inference. Students do not merely express opinions based on personal assumptions but consider the long-term benefits of a decision. This finding shows that *munāẓarah* activities encourage students to view issues more broadly, beyond the classroom context, and relate them to future social and professional needs..

Manifestation of Creativity in Arabic Content Production

The analysis of khitobah videos shows that students' creativity is not only reflected in their ability to speak Arabic, but also in how they develop ideas, select presentation formats, and utilize digital technology in the content production process. Based on Table 4, students' creativity is manifested through four main aspects, namely variation of content format, theme development, linguistic creativity, and digital creativity.

Table 3. Students' Creativity in Arabic Content Production

Main Theme	Sub-theme	Data Code	Findings	Interpretation
Creativity	Content Format Variation	1	Students produced presenter-style	Shows flexibility in message delivery

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

			videos, Arabic poetry, sermons, storytelling, vlogs, and motivational videos	
Creativity	Theme Development	KR2	Themes were derived from students' personal experiences and daily life	Demonstrates the ability to develop contextual ideas
Creativity	Linguistic Creativity	KR3	Students used communicative and expressive Arabic	Shows ability to process language creatively
Creativity	Digital Creativity	KR4	Students utilized subtitles, visual effects, background music, and video transitions	Demonstrates strong digital literacy

Based on Table 3, students' creativity in *Khitobah wa al-Munāẓarah* learning is evident through variation in content formats, theme development, linguistic creativity, and digital creativity. These four aspects indicate that students are not only able to use Arabic as a communication tool but also as a medium to express ideas, experiences, and thoughts creatively.

In terms of content format variation (KR1), students produced various types of videos such as news presenters, Arabic poetry, sermons, storytelling, vlogs, and motivational content. This

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

diversity shows that students possess flexibility in delivering messages according to the characteristics of the chosen media. They are not limited to a single formal presentation style but instead explore various communication models that are closer to the digital culture of the younger generation. This variation reflects creative thinking ability, enabling students to generate multiple alternatives in completing learning tasks. From a creativity perspective, the ability to produce different forms of presentation reflects the flexibility dimension of thinking, namely the ability to view a task from various possible approaches. This finding indicates that students are not merely task-oriented but also seek the most appropriate way to deliver messages based on the content and intended audience.

In terms of theme development (KR2), most themes chosen by students are derived from personal experiences and everyday life. These include education, travel experiences, daily activities, learning motivation, family relationships, and digital da'wah. These choices indicate that students are able to develop contextual and relevant ideas rooted in their lived experiences. The ability to connect Arabic language use with real-life experiences shows that learning is not abstract but integrated into students' lives as learners. This finding reflects a process of contextualization in learning, namely the ability to connect academic knowledge with social realities. From a creativity perspective, developing ideas based on personal experience demonstrates that students are not merely reproducing information but constructing new meanings relevant to their environment and communicative needs.

The next aspect, linguistic creativity (KR3), shows that students use Arabic in communicative and expressive ways depending on the type of content produced. In presenter videos, students tend to use formal and informative language. In poetry videos, they use more emotional and aesthetic expressions. Meanwhile, in motivational and sermon videos, they employ persuasive language to engage the audience. This demonstrates that students understand language not only as a set of grammatical rules but as a functional communication tool. Linguistic creativity reflects their ability to adjust vocabulary, style, and delivery strategies according to communicative context. This indicates that Arabic language mastery develops functionally and is not limited to structural aspects.

In addition, students also demonstrate digital creativity (KR4). During video production, they utilize various digital features such as subtitles, visual effects, background music, images, and video transitions. These elements not only enhance the visual appeal of the videos but also help clarify the messages conveyed to the audience. The ability to integrate Arabic language with multimedia elements indicates that students possess adequate digital literacy and are able to use

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

technology as an effective communication tool. This finding suggests that Arabic language learning has shifted from a text-centered approach to multimodal digital communication practices. In this context, meaning is constructed not only through verbal language but also through the combination of visual, audio, and digital design elements that support message delivery.

Overall, the findings in Table 3 show that students' creativity develops through their ability to produce diverse content formats, develop contextual themes, use Arabic creatively, and utilize digital technology in content production. These findings indicate that *Khitobah wa al-Munāẓarah* learning not only contributes to improving Arabic language skills but also supports the development of creativity and digital competencies essential in 21st-century education.

Table 4. Individual Analysis of Student Videos

Student Code	Content Format	Theme	Linguistic Creativity	Digital Creativity	Category
M1	News Presenter	Educational and social news	Uses formal, informative Arabic with presenter-style delivery	Arabic subtitles and news headline display	High
M2	News Presenter	Development of digital da'wah	Uses contemporary vocabulary and structured informative sentences	Subtitles, supporting images, and news illustrations	High
M3	Arabic Poetry	Maternal love (*al-umm*)	Uses poetic diction, emotional expressions, and simple figurative language	Background music supporting poetic atmosphere	High
M4	Storytelling	Travel experience	Communicative narrative using	Photos and travel	Medium

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

			personal experience expressions in Arabic	videos as visual illustrations	
M5	A Day in My Life	Full-day travel activities	Descriptive Arabic language with structured and natural narration	Video transitions, varied location shots, and subtitles	High
M6	Sermon / Digital Da'wah	Use of social media for da'wah	Persuasive and argumentative language with communicative delivery	Indonesian subtitles and supporting visual materials	High

Based on Table 4, students' creativity is not only reflected in their ability to use Arabic, but also in the diversity of content formats they choose. Students are able to adapt Arabic into various forms of digital communication, ranging from news presentation, poetry, storytelling, *A Day in My Life*, to sermons on digital da'wah. This diversity shows their flexibility in delivering messages according to the characteristics of the media used.

The use of subtitles, background music, and visual effects indicates that students no longer view Arabic as an isolated skill, but as part of multimodal digital communication practices. In this context, meaning is constructed not only through verbal elements but also through a combination of text, audio, and visuals that support each other.

This finding indicates that *Khitobah wa al-Munāẓarah* learning not only contributes to improving Arabic language skills but also serves as a space for developing creativity that enables students to transform linguistic abilities into various forms of digital communication. Thus, Arabic language learning is no longer positioned merely as linguistic competence acquisition, but as a means of developing creativity, communication, and digital literacy relevant to 21st-century demands.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Content Format Variation as a Form of Creative Flexibility

Based on Table 4, students produced various content forms such as news presenters, Arabic poetry, sermons, storytelling, vlogs, motivational videos, and *A Day in My Life*. This diversity shows that students are able to select appropriate communication media based on message characteristics and communicative goals.

This finding indicates flexibility in creative thinking. Students are not confined to a single presentation pattern but instead explore various communication forms available in digital media. Their willingness to use different formats demonstrates an effort to make Arabic learning more engaging and closer to everyday life.

1. Theme Development

   Another aspect of creativity is reflected in the themes selected by students in their videos. Most themes are derived from personal experiences such as daily activities, travel, learning motivation, education, family, and digital da'wah. This shows that students are able to connect Arabic language use with their lived realities.

   The ability to develop contextual themes indicates that students do not merely repeat classroom materials but construct ideas based on their experiences and social environments. This is an important indicator of creativity, as ideas produced are relevant, current, and closely related to students' lives.

2. Linguistic Creativity in Content Production

   Based on Table 4, students demonstrate linguistic creativity through the use of communicative and expressive Arabic. This is reflected in variations of language style depending on the content type. In presenter videos, students use formal and informative language. In poetry videos, they use more expressive and emotional language. In motivational and sermon videos, they employ persuasive language to influence the audience.

   This finding shows that students are able to adapt Arabic usage to different communicative contexts. This ability reflects language mastery that is not only structural but also functional and creative. Thus, Arabic is used not only as a communication tool but also as a medium for expression and idea delivery.

3. Digital Creativity in Video Production

   In addition to linguistic creativity, students also demonstrate digital creativity

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

through the use of various technological features in video production. Based on Table 4, students use subtitles, visual effects, background music, images, and video transitions to support message delivery.

The use of these multimedia elements indicates that students possess adequate digital literacy skills. They not only focus on content but also on visual aspects that enhance audience engagement and content quality. The integration of Arabic language and digital technology shows that students are able to adapt to 21st-century learning demands, which emphasize communication, creativity, and technological literacy simultaneously.

Overall, the findings in Table 4 show that students' creativity in *Khitobah wa al-Munāẓarah* learning develops through their ability to produce diverse content formats, develop contextual themes, use Arabic creatively, and utilize digital technology as a means of communication. These findings indicate that Arabic language learning is not only oriented toward linguistic competence but also contributes to the development of creativity and digital skills relevant to modern societal needs.

Integration of Critical Thinking and Creativity in *Khitobah wa al-Munāẓarah* Learning

The findings show that critical thinking and creativity do not develop separately, but rather complement each other in the learning process. *Munāẓarah* activities help students build the quality of argumentation and evaluative skills, while content production tasks provide space to express ideas creatively through various digital media.

Table 5. Integration of Critical Thinking and Creativity in *Khitobah wa al-Munāẓarah* Learning

Learning Aspect	Critical Thinking Manifestation	Creativity Manifestation	Form of Integration
Munāẓarah activities	Students present arguments based on issue analysis	Students develop communicative ways of presenting arguments	Critical arguments are delivered in an engaging form
Opinion delivery	Students provide relevant reasons and evidence	Students use varied language and contextual examples	Critical ideas are packaged in creative communication

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Debate rebuttal	Students evaluate and critique opposing views	Students design communication strategies to defend arguments	Analytical thinking combined with rhetorical creativity
Drawing conclusions	udents synthesize various opinions into a final decision	udents present synthesis in effective language	gical synthesis is communicated clearly and effectively
Khitobah video production	Students analyze themes and determine key messages	Students develop diverse content formats	Analytical ability supports creative content creation
Digital content production	Students select relevant information to present	Students utilize digital media creatively	Critical thinking becomes the basis for innovative content

The findings indicate that critical thinking and creativity develop through different learning activities but remain closely interconnected. *Munāẓarah* provides students with space to analyze issues, evaluate arguments, and defend opinions rationally. Meanwhile, video production tasks encourage students to transform their thinking outcomes into creative and engaging communication products.

This relationship shows that creativity in this study does not emerge spontaneously but is built upon prior critical thinking processes. Students who are able to analyze issues deeply tend to produce richer, more relevant, and more communicative content. Thus, *Khitobah wa al-Munāẓarah* functions as an integrative learning space that brings together critical thinking and creativity within a single Arabic language learning process.

CONCLUSION

Based on the research findings, it can be concluded that *Khitobah wa al-Munāẓarah* learning plays a significant role in developing students' critical thinking and creativity in the Arabic Language Education Study Program. The findings indicate that these two abilities do not develop separately, but are instead integrated and emerge simultaneously across various learning

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

activities carried out by students.

The manifestation of critical thinking is clearly observed in *munāẓarah* (debate) activities through students' ability to present arguments, provide logical reasons, present relevant evidence or examples, evaluate different opinions, deliver rational rebuttals, and draw conclusions based on discussions. These processes show that students are not only practicing Arabic as a communication tool, but also using it as a means to analyze problems, consider multiple perspectives, and construct systematic reasoning. Thus, *munāẓarah* encourages students to engage in higher-order thinking processes, which are essential competencies in 21st-century education.

On the other hand, students' creativity is reflected in their ability to produce various innovative Arabic content forms. This creativity appears in the selection of formats such as news presenters, Arabic poetry, storytelling, vlogs, *A Day in My Life*, sermons, and motivational videos. In addition, students also develop themes closely related to their everyday experiences and lives, positioning Arabic not only as an academic subject but also as a medium for self-expression and contextual communication. Creativity is further demonstrated through the use of communicative and expressive Arabic adapted to the content type, as well as the utilization of digital features such as subtitles, visual illustrations, video effects, background music, and editing techniques that enhance production quality.

The findings also reveal that critical thinking and creativity are mutually reinforcing in the learning process. Critical thinking enables students to generate ideas that are logical, rational, and strongly grounded in argumentation. Creativity, on the other hand, allows these ideas to be delivered in more engaging, communicative, and digitally relevant forms. In this context, students are not only required to think well but also to package and communicate their ideas effectively to an audience. The integration of these two competencies makes *Khitobah wa al-Munāẓarah* learning more meaningful, as it is not only oriented toward language mastery but also toward the development of real-world competencies.

More broadly, this study shows that *Khitobah wa al-Munāẓarah* contributes to shaping students who possess not only Arabic speaking skills but also critical thinking, creativity, communication abilities, and digital literacy. These four competencies are essential 21st-century skills required in academic, social, and professional contexts. Therefore, *Khitobah wa al-Munāẓarah* can be regarded as a relevant Arabic language learning model in response to contemporary demands, as it integrates linguistic, intellectual, and digital aspects within a holistic learning process.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Thus, this study emphasizes that the success of Arabic language learning in higher education should not only be measured by students' ability to use vocabulary or grammatical structures correctly, but also by their ability to use language as a tool for thinking, arguing, creating, and adapting to technological developments and modern communication dynamics. Ultimately, *Khitobah wa al-Munāẓarah* serves as a strategic learning platform for producing graduates of Arabic Language Education who are not only linguistically competent, but also critical, creative, innovative, and ready to face global challenges in the digital era.

REFERENCES

Al-Adawat : Jurnal Pendidikan Madrasah Ibtidaiyah Building a Caring Generation : The Construction of Scouting to Students Social Skills Kemampuan interaksi sosial dan sikap peduli peserta didik menjadi perhatian penting dalam konteks pendidikan modern . (2026). 05(01), 97–108.

Arab, P. B., Islam, U., Maulana, N., & Ibrahim, M. (2025). Maharaat Lughawiyyat : Jurnal Pendidikan Bahasa Arab Pengaruh Masrahiyyah terhadap Critical Thinking dan Keterampilan Berbicara Bahasa Arab Mahasiswa Malang. 4(3), 136–152.

Bradley, L., Bartram, L., Al-sabbagh, K. W., Algers, A., Bradley, L., Bartram, L., Al-sabbagh, K. W., Algers, A., & Bradley, L. (2023). Designing mobile language learning with Arabic speaking migrants. 4820. https://doi.org/10.1080/10494820.2020.1799022

Darby, M. (2007). Debate : A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking. 81, 1–12.

Hasanah, F. (2025). JHP : Jurnal Harmoni Pendidikan Penerapan Metode Debat Bahasa Arab dalam Meningkatkan Keterampilan Berbicara Siswi Kelas Bahasa di Madrasah I ' dadiyah Pondok Pesantren Salafiyah Syafi ' iyah. 1(1), 45–58.

Hasil, J., Masyarakat, P., Himam, K., & Hamzah, M. (2026). COMMUNITY : Model Peningkatan Kompetensi Guru Madrasah Diniyah Berbasis Kontekstual Dan Kolaboratif : Studi Kasus Di MDT An Najah Pasongsongan Sumenep Tahun 2026. 5(1), 714–723.

Iolanda, A., Cautisanu, C., Gr, C., Chris, T., Herminio, G., & Marcondes, S. (2022). Exploring Digital Literacy Skills in Social Sciences and Humanities Students. 1–31.

José, A., & Garrido, L. (2024). Indicators of verbal creative thinking : results of a Delphi panel. July, 1–8. https://doi.org/10.3389/fpsyg.2024.1397861

Liesa-or, M., Latorre-cosculluela, C., & Sandra, V. (2020). The Technological Challenge Facing Higher Education Professors : Perceptions of ICT Tools for Developing 21st Century Skills.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Qohar, A., & Sulandra, I. M. (2021). Analisis Kemampuan Berpikir Kritis Siswa SMA Kelas X Dalam Memecahkan Masalah SPLTV. 05(02), 909–922.

Saiz, C. (2022). Metacognitive Strategies and Development of Critical Thinking in Higher Education. 13(June). https://doi.org/10.3389/fpsyg.2022.913219

Selfa-sastre, M. (2022). The Role of Digital Technologies to Promote Collaborative Creativity in Language Education. 13(February). https://doi.org/10.3389/fpsyg.2022.828981

Shadiev, R., & Wang, X. (2022). A Review of Research on Technology-Supported Language Learning and 21st Century Skills. 13(July), 1–19. https://doi.org/10.3389/fpsyg.2022.897689

Skills, C. T. (2020). European Journal of Educational Research. 10(1), 13–21. https://doi.org/10.12973/eu-jer.10.1.13

Thornhill-miller, B., Camarda, A., Mercier, M., Burkhardt, J., Morisseau, T., Bourgeois-bougrine, S., Vinchon, F., Hayek, S. El, Augereau-landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2025). Creativity , Critical Thinking , Communication , and Collaboration : Assessment , Certification , and Promotion of 21st Century Skills for the Future of Work and Education.

Zakaria, I., & Priyatni, E. T. (2021). Dimensi Berpikir Kritis. 1630–1649.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License