



# Empowering teachers with debate as a 21<sup>st</sup>-Century teaching strategy

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## ARTICLE INFO:

Received: 2025-06-25  
Revised: 2025-07-24  
Accepted: 2025-08-16  
Published: 2025-08-30

## Keywords:

Critical thinking,  
Debate strategies,  
Educational  
innovation, Learning  
community, Teacher  
development, 21st  
Century learning

## ABSTRACT

This community engagement program was implemented to enhance critical and argumentative thinking skills through debate strategies at SMA SAIM Surabaya. The background of this initiative stems from the limited practice of structured debates and the lack of systematic integration of critical thinking in daily classroom activities. The primary objective was to enhance the capacity of both teachers and students to incorporate debate as a cross-curricular teaching method, applicable not only in language subjects but also in science, social studies, and physical education. The program was carried out through intensive training, direct practice via microteaching, reflection, and classroom mentoring. Evaluation was conducted both formatively and summatively, utilising daily reflections, logbooks, observations, and group discussions. The results showed a significant increase in teachers' understanding of debate as a pedagogical strategy, their ability to design debate-based lesson scenarios, and the confidence of both teachers and students to engage in constructive argumentation. Over 90% of participating teachers reported an improvement in competence and the successful integration of debate into lesson planning. The program also produced training modules, assessment rubrics, and led to the establishment of a teacher learning community to support the sustainable integration of debate-based innovation in the school.

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**How to cite:** Kholidah, U. E., Hartanti, L. P., Retnaningdyah, P., Widyastuti, & Hidayah, L. (2025). Empowering teachers with debate as a 21<sup>st</sup>-Century teaching strategy. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 10(3), 718-731. <https://doi.org/10.26905/abdimas.v10i3.16194>

## 1. INTRODUCTION

The need for 21st-century education has shifted strongly towards developing critical thinking, logical reasoning, and constructive discussion among learners. Global institutions, such as the World Economic Forum, view critical thinking as one of the top twelve competencies required in contemporary society. However, its application in real life has not fully captured these needs (World Economic Forum, 2015). A study involving 27 mathematics teachers from seven Indonesian provinces found that most teachers have limited knowledge and skills in improving, assessing, and facilitating higher-order thinking

skills (HOTS) among students, even though they recognise its importance and try to apply innovative methods (Retnawati et al., 2018).

Aligned with SDG 17 (Partnerships for the Goals), this program was built on a collaborative partnership between a higher education institution and Sekolah Alam Insan Mulia (SAIM) Surabaya. Preliminary classroom observations and teacher interviews conducted in January 2024 indicated a significant gap between SAIM's holistic educational philosophy and the limited implementation of debate-based learning in regular teaching practices. Although the school promotes student agency and reflective learning, classroom interactions largely remain teacher-centred, offering few structured opportunities for students to articulate arguments, justify viewpoints, or collaboratively construct knowledge—an issue commonly observed in Indonesian EFL contexts (Emilia & Hamied, 2015; Murtadho, 2021). This condition aligns with Fullan & Langworthy's (2014) perspective that translating a holistic educational vision into "deep learning" necessitates pedagogical reform that intentionally promotes active engagement, real-world problem-solving, and collaborative learning.

Teachers acknowledged that debate was rarely integrated into lessons and was often perceived as an extracurricular activity rather than a classroom pedagogy to support the development of speaking, argumentation, and critical thinking. Recent evidence suggests that debate-based instruction can enhance learners' confidence, argument quality, and speaking performance when systematically integrated into classroom activities (Saputra & Lumbanbatu, 2024; Jodoi, 2025; Aarar et al., 2025). However, SAIM teachers expressed limited pedagogical experience and inadequate methodological guidance in facilitating classroom debate, resulting in inconsistent implementation. Furthermore, the absence of adaptable debate modules and clear assessment rubrics hindered teachers' ability to design and evaluate debate across subjects. This concern aligns with Panadero et al.'s (2023) meta-analysis, which asserts that transparent criteria and rubric-supported instruction improve learners' performance, self-regulation, and feedback literacy. As a result, debate had not yet been optimised as a flexible and inclusive instructional method to nurture students' critical thinking, reflective reasoning, and teamwork skills, which are increasingly emphasised for 21st-century learners.

Recent studies suggest that pedagogy based on debating can significantly enhance students' critical literacy, reflective thinking, and teamwork skills (Kennedy, 2007; Mahkamova, 2019; Nurakhir et al., 2020). Nevertheless, there is a gap in the broad implementation and adaptation of these practices in the Indonesian high school environment, especially in institutions with an overall philosophy of learning, such as SAIM. Most research explores debates as a form of competition rather than as an in-class strategy for multiple subjects. Furthermore, the literature indicates an inadequacy in pre-service programs of educator training and in-service classroom resources specifically designed to meet the needs of Indonesian teachers and learners (Hamzah, 2022; Williams-Brown, 2015).

Although prior studies demonstrate the potential of debate to enhance student engagement, critical thinking, and communicative competence, its integration into routine classroom instruction across multiple subjects remains limited—particularly in schools that already espouse progressive and holistic pedagogical values. Existing initiatives tend to focus on short-term workshops or one-off training, offering insufficient scaffolding for teachers to internalise debate pedagogy or adapt it to diverse disciplinary contexts. Compounding this issue, the lack of standardised evaluation tools and contextually relevant teaching materials often restricts teachers to informal or improvised debating activities, which diminishes consistency and long-term pedagogical impact. These gaps highlight the need for a more sustained, context-responsive model of teacher professional development that embeds debate meaningfully within everyday classroom practices.

Responding to this need, the present program introduces a comprehensive and context-sensitive model for incorporating debate into classroom learning at SAIM Surabaya—a school grounded in a philosophy of holistic education. The innovation lies in positioning debate as an integral pedagogical approach across subjects rather than restricting it to language learning or annual competitions. The program combines intensive training with continuous mentoring, emphasising reflective practice to strengthen both teachers' pedagogical confidence and learners' metacognitive awareness. It further contributes to the field by developing adaptable debate modules, rubrics, and instructional resources tailored to local needs, enabling flexible implementation across various subjects and grade levels. In addition, the establishment of an internal teacher learning community fosters a sustainable culture of critical dialogue and ongoing professional growth, ensuring that debate-based pedagogy endures beyond the duration of the intervention.

The overall goal of the outreach program is to empower learners and teachers to engage in critical and argumentative thinking by integrating debate as an integral, adaptable, and sustainable element of classroom pedagogy at SAIM Surabaya. The intervention is intended to improve skills in public speaking and debating, but importantly also to transform classroom culture, enable dialogic learning, and support the development of 21st-century skills. This program actively promotes the Sustainable Development Goals, particularly SDG 4 (Quality Education), by fostering inclusive, student-centred learning and enhancing students' critical thinking skills—core priorities in contemporary global education.

A key strength of this initiative lies in its focus on developing teacher adaptability, a competency essential for embedding debate as a sustained classroom pedagogy rather than a one-off activity. Teacher adaptability refers to a teacher's capacity to adjust instruction and support based on students' needs and emerging classroom conditions. This practice is illustrated by [Vaughn & Parsons' \(2013\)](#) case study, which shows how adaptive literacy teachers continuously modified tasks, grouping, and scaffolding to enhance learner participation. Empirical evidence further indicates that adaptable teachers contribute to improved classroom functioning: [Collie & Martin \(2017\)](#) found that higher teacher adaptability was associated with stronger student-teacher relationships and fewer classroom management difficulties, while longitudinal research shows positive links between adaptability, teacher wellbeing, and work engagement ([Collie et al., 2018](#)). School-level findings also highlight that adaptability supports more positive and stable learning environments ([Collie et al., 2020](#)). Although not derived from SAIM, these insights are directly relevant; successfully integrating debate across subjects requires teachers who can flexibly vary debate formats, scaffolding, and student roles. Establishing a baseline of teacher adaptability and monitoring change throughout the program would therefore enable SAIM to demonstrate growth in innovative and flexible teaching practices as debate becomes integrated into everyday instruction.

## **2. METHODS**

This section describes the approach, strategies, and stages of the outreach program implementation, including the involvement of the implementation team, the problem-solving framework, and the evaluation design used to ensure the effectiveness of the training and the achievement of learning outcomes for the partner institution.

### **Program Design**

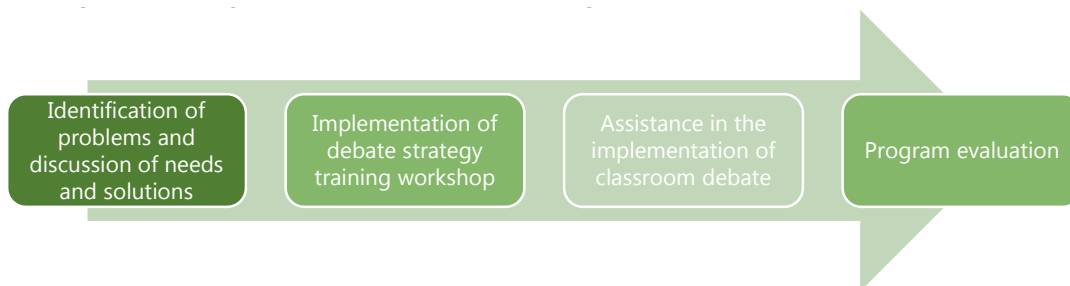
This programme was designed as a collaborative partnership between the university community engagement team and Sekolah Alam Insan Mulia (SAIM) Surabaya. The implementation took place at SAIM through a combination of in-person workshops, classroom-based mentoring, and reflective

consultation sessions. A total of twelve teachers across different subject areas participated as partner beneficiaries. The school provided the facilities necessary to support the program, including classrooms, multimedia equipment, and access to digital learning platforms for disseminating materials.

The three broad elements of the conceptual design aimed to mainstream debate as teaching learning processes into the regular classroom instruction: (1) Debate Techniques: The teachers will learn how to apply debating techniques appropriately to bring these to the subject. The choice of debate format and role assignments for students will be provided, along with scaffolding to support the development of argumentation skills. (2) Debate Modules and Rubrics: These resources reflect the instructional materials, which consist of debate modules and the rubrics to mark and support their in-class usage, which are usable across grades and learning objectives. (2) Culture of Critical Dialogue: The classroom program on reflective questioning, evidence-based reasoning, and organised feedback was intended to magnify student voice and collaborative thinking. This is followed by an open presentation of ideas in accordance with SAIM's holistic education philosophy.

### **Programme Implementation Methods**

The findings, as illustrated in Figure 1, delineate the implementation framework, which comprises three principal methodologies: (1) capacity-building workshops, (2) implementation mentoring, and (3) programme evaluation incorporating quantitative indicators.



**Figure 1.** Program implementation framework

### **Capacity-building workshops**

The initial phase focused on enhancing teachers' knowledge and skills related to debate pedagogy. Workshops introduced foundational concepts of debate integration, modelling of classroom-friendly debate formats, and guided practice in designing lesson plans incorporating debate activities. Teachers collaboratively developed debate scenarios aligned with curriculum standards and subject learning outcomes.

### **Implementation mentoring and coaching**

Following training, teachers implemented debate-based lessons in their classrooms under the guidance of the university team. Mentoring involved classroom observation, structured feedback sessions, and reflective dialogue to refine facilitation skills, adapt debate formats to student readiness, and reinforce practices that nurtured critical and respectful dialogue. This method was designed to strengthen teachers' pedagogical confidence and support gradual, context-responsive integration of debate into routine instruction.

### Programme evaluation (quantitative and qualitative)

Evaluation was conducted to assess the effectiveness of the programme using agreed-upon indicators with a quantitative emphasis, complemented by qualitative reflection. Quantitative indicators included: (1) the number of teachers who successfully produced classroom-ready debate lesson scenarios; (2) the frequency of debate implementation during the programme period; (3) the percentage of teachers demonstrating improved facilitation of debate-based learning; and (4) student participation rates during implementation. Data sources comprised classroom observations, lesson scenario assessment checklists, and teacher reflection surveys. The evaluation aimed to measure both adoption and quality of implementation, while capturing teacher growth throughout the programme.

### Programme schedule and implementation stages

The programme was carried out over a period of **five months**, consisting of four sequential stages: needs analysis, capacity building, implementation mentoring, and evaluation. Each stage had specific objectives, activities, and timelines, as outlined in Table 1.

**Table 1.** Stages of activity implementation

1 <sup>st</sup> Activity	Needs Analysis and Preparation	Timeline
Activities Goals	Conduct initial observations, teacher interviews, and needs mapping with partner teachers. Identify teachers' needs and readiness for debate-based instruction.	January 2024
2 <sup>nd</sup> Activity	<b>Capacity-Building Workshops</b>	
Activities	Facilitate workshops introducing debate pedagogy, modelling classroom-friendly debate format and collaborative development of debate scenarios. Session 1: Introduction to Debate and 21st-Century Skills Session 2: Debate Formats and Techniques for Classroom Use	Second to fourth week of January– March 2024 -13 February 2024 - 27 March 2024
Goals	Build teacher competence in debate strategies, module use, and assessment.	
3 <sup>rd</sup> Activity	<b>Mentoring and Classroom Implementation</b>	
Activities	Provide microteaching sessions, classroom observations, feedback conferences, and reflective dialogue. Session 1: Integrating Debate into Curriculum Session 2: Microteaching and Peer Feedback	April-May 2024 - 29 April 2024 - 16 May 2024
Goals	Support teachers in applying debate pedagogy through guided practice and feedback.	
4 <sup>th</sup> Activity	<b>Monitoring and Evaluation</b>	
Activities	Conduct observation scoring, scenario assessment, teacher surveys, and compile a final report.	Fourth week of May 2024
Goals	Assess programme effectiveness based on quantitative indicators.	

### 3. RESULTS AND DISCUSSION

This chapter describes all stages of the program, from pre-implementation to final evaluation, including the outcomes achieved and the follow-up actions taken. Activity data are based on reports, logbooks, and reflections from partner teachers.

### Pre-implementation

The pre-implementation stage began with an initial meeting with the partner, SMA SAIM Surabaya, to identify the needs and readiness of teachers in applying debate strategies in the classroom. This initial discussion confirmed that teachers were interested in strengthening 21st-century skills, particularly critical thinking, but had not yet developed a systematic pedagogical approach to implement these skills.

Pre-implementation activities included: a needs analysis survey for SMA SAIM teachers, development of the training module "Bringing Debates into Classrooms," which focuses on introducing debate as a cross-curricular teaching strategy, and preparation of training logistics, such as rooms, presentation equipment, and teaching materials. The team carefully organized all training logistics, including room setups, presentation equipment, and teaching materials. We collaborated with the school principal and curriculum coordinator to align debate topics with classroom lessons, ensuring the training was relevant and beneficial for both teachers and students.

### Implementation

The outreach program consisted of five sessions at SMA SAIM Surabaya from May to June 2024. This collaboration between Universitas Negeri Surabaya and SMA SAIM Surabaya showcases SDG 17, highlighting the impact of cooperative efforts in education. Each session focused on active participation, hands-on practice, reflection, and ongoing support from the program team.

**Table 2.** General version of the training session activities

Session	Date	Main Focus	Method	Output
Session 1	13 May 2024	Introduction to Debate and 21st-Century Skills	Lecture, discussion	Increased awareness of debate's value and 4C skills
Session 2	20 May 2024	Debate Formats and Techniques in the Classroom	Simulation, practice	Teachers practiced various debate formats
Session 3	27 May 2024	Integrating Debate into the School Curriculum	Scenario development, rubric making	Development of debate scenarios and assessment rubrics
Session 4	3 June 2024	Teaching Practice and Peer Feedback	Microteaching, reflection	Teachers applied debate scenarios and received direct feedback
Session 5	10 June 2024	Reflection and Follow-Up	Collective reflection, discussion	Reflection logbooks and commitment to the future integration of debate

The Table 2 provides an overview of each training session's focus, methods, and outcomes. A more detailed description of each session is presented in the following section to illustrate the progression and impact of the activities.

### Results

This section presents the results of the programme following the completion of the needs analysis and preparation. There are five training and mentoring sessions conducted at SAIM Surabaya. The findings correspond to the implementation stages and focus on teachers' participation, learning gains, instructional products, and emerging pedagogical shifts.

### **Needs Analysis and Preparation (January 2024)**

The initial stage of the programme focused on conducting a comprehensive needs analysis to determine teachers' readiness and specific requirements for integrating debate-based instruction. This activity was carried out through a series of five structured sessions involving both observation and collaborative dialogue with partners teachers. This stage served as the foundation for the programme design, ensuring that subsequent training and mentoring were aligned with actual classroom needs. From this session, we could also determine five structured sessions for further collaborative activities.



**Figure 3.** Program team member delivering a presentation at SAIM

### **Capacity-Building Workshops**

#### **Session 1: Introduction to debate and 21<sup>st</sup>-Century skills (13 February 2024)**

The opening session introduced debate as a pedagogical strategy aligned with 21st-century learning skills. Teachers examined how debate fosters critical thinking, communication, collaboration, and creativity within the framework of the Pancasila Student Profile. Participants engaged in a discussion connecting debate to current classroom challenges and identified opportunities for promoting student voice and reasoning in daily instruction.



**Figure 2.** Needs analysis and preparation session

#### **Session 2: Debate formats and techniques for classroom Use (27 March 2024)**

In the second session, teachers explored a range of debate formats suitable for classroom application, including parliamentary debate, fishbowl discussions, and role-playing (Figure 4). They practised each component of a debate sequence, from opening statements to rebuttals and closing arguments. Logbook entries indicate a strong interest in the fishbowl format among teachers, particularly for use in mid-sized classes, due to its structured yet inclusive nature.

## **Mentoring and Classroom Implementation**

### **Session 1: Integrating debate into curriculum (29 April 2024)**

Session three focused on integrating debate into subject-specific lesson planning (Figure 5). Teachers collaboratively designed debate scenarios tailored to their respective disciplines, such as history, Indonesian language, English, social studies, and religious education. During this session, teachers also began drafting assessment rubrics aligned to debate activities to ensure coherence between learning objectives, debate tasks, and assessment criteria.



**Figure 4.** Presentation of material on debate formats

**Figure 5.** Integrating debate into curriculum session

### **Session 2: Microteaching and peer feedback (16 May 2024)**

The fourth session provided teachers with the opportunity to trial their debate-based lesson plans through microteaching (Figure 6). Participants facilitated short segments of debate lessons and received constructive feedback from peers and programme facilitators. Teachers valued this practical exercise, noting that it enhanced their confidence and supported their transition from theoretical understanding to classroom application.

### **Monitoring and Evaluation: Reflection and Follow-Up Planning (30 May 2024)**

The final session focused on structured reflection and planning. Teachers engaged with reflection logbooks to document insights, challenges, and intended next steps (Figure 7). This session laid the foundation for continued improvement, with teachers expressing commitment to further experimentation with debate and collaborative peer learning.



**Figure 6.** Teaching practice of debate in the classroom

**Figure 7.** Reflection and follow-up planning session

## Discussion

### Evaluation of Training and Implementation

The evaluation of the training and implementation phase was carried out through observation, reflection logs, microteaching assessments, and participant feedback. The purpose of this evaluation was to measure teacher learning gains, the quality of instructional products developed, classroom facilitation skills, and shifts in pedagogical mindset. Table 2 summarises the key outcomes of the programme across the five main evaluation dimensions.

**Table 2.** Programme outcomes evaluation

Evaluation Focus	Evidence of Outcome	Result/Data	Reference
Teacher Understanding of Debate Strategies	Increased understanding of the role of debate in enhancing critical thinking and 21st-century skills	91.7% of teachers reported improved understanding; all 12 teachers completed all sessions	Reflection logs (Session 5)
Design of Debate-Based Learning Scenarios	Ability to produce lesson plans and structured debate scenarios aligned with learning outcomes	83% produced scenarios meeting the required criteria; 17% required minor revision	Facilitator evaluation (Sessions 3–4)
Classroom Facilitation of Debate Activities	Ability to manage debate elements such as turn-taking, time allocation, and rubric-based feedback	75% facilitated mini-debates effectively; 25% experienced challenges but improved from the initial attempt	Microteaching observations (Session 4)
Shift in Mindset and Teaching Practice	Increased motivation to adopt dialogic and student-centred instruction; early implementation attempts	100% expressed motivation to apply debate; 6 teachers applied simple debate strategies in class	Reflection session & daily logbooks
Participant Satisfaction and Feedback	Perceived usefulness of hands-on, collaborative, practice-based approach	83% valued hands-on and peer discussion approach; microteaching viewed as most impactful	Open-ended evaluations

The data indicate that the programme produced meaningful improvements in teacher knowledge, skills, and pedagogical practice. Teachers demonstrated stronger conceptual understanding of debate as a learning strategy, as reflected in their ability to articulate its benefits for critical thinking, communication, and alignment with the Pancasila Student Profile. The high completion rate and positive reflections show strong teacher engagement and readiness for change. The development of debate-based lesson plans in Sessions 3 and 4 further illustrates teachers' capacity to design structured learning experiences, with most scenarios successfully meeting the expected criteria.

Microteaching results highlight the emergence of new facilitation competencies. While some teachers still required support in providing clear instructions and maintaining engagement, all participants showed noticeable improvement when compared to their initial attempts. This suggests that the combination of modelling, practice, and feedback was effective in building teacher confidence.

The recorded classroom trials and reflective entries demonstrate a clear shift from traditional teacher-led instruction toward more interactive, argumentation-based learning. Teacher motivation to sustain the approach was high, supported by positive student responses. Participant feedback confirms

that the programme's practical, collaborative, and hands-on nature strongly contributed to teacher learning—consistent with the literature emphasising the effectiveness of practice-oriented professional development supported by peer collaboration.

### **Outcome of The Programme**

This section discusses the outcomes of the programme by highlighting four key themes emerging from the results: (1) enhanced teacher knowledge and pedagogical orientation, (2) improved instructional design and facilitation of debate-based learning, (3) shifts toward dialogic and student-centred classroom culture, and (4) the role of collaborative professional learning in sustaining change. The section concludes with planned follow-up actions to ensure programme sustainability.

### **Strengthening teacher knowledge and pedagogical orientation**

The first major outcome of the programme was the significant enhancement of teachers' understanding of debate as a pedagogical strategy. Teachers demonstrated increased awareness of how debate fosters critical thinking, communication, collaboration, and creativity, and how it aligns with the Pancasila Student Profile. This shift in orientation indicates a move from perceiving debate as a competition-based extracurricular activity to recognising it as a structured learning approach suitable for regular classroom instruction. These findings reinforce the value of targeted training in reshaping teacher beliefs and building conceptual clarity, which is a key precursor to pedagogical innovation.

### **Development of instructional design and facilitation competence**

A second theme relates to teachers' strengthened capacity to design and facilitate debate-based lessons. The majority of participants were able to produce structured lesson plans that incorporated debate and met the expected criteria for alignment with learning outcomes. Microteaching observations further demonstrated improved facilitation skills, particularly in managing debate stages, student roles, and feedback. Although some teachers required additional support with clarity of instructions and engagement strategies, all participants showed discernible progress from their initial attempts. This indicates that the combination of modelling, scaffolded practice, and feedback was effective in enabling teachers to translate knowledge into practice—a critical component of pedagogical readiness.

### **Emergence of dialogic and student-centred classroom practice**

A clear shift toward dialogic and student-centred teaching was evident in post-training reflections and classroom trials. Teachers reported increased motivation to adopt debate and other discussion-based strategies, and a number had already trialled these approaches during the programme. This suggests that the intervention initiated behavioural change beyond cognitive understanding, with teachers beginning to reposition students as active contributors to classroom learning. Such changes are consistent with the wider objective of promoting student agency, critical reasoning, and collaborative dialogue. Early implementation attempts, as recorded in logbooks, indicate growing confidence in transforming classroom culture from teacher-led instruction to interactive learning environments.

### **The role of collaborative learning in supporting teacher growth**

The positive feedback on the hands-on, peer-based approach highlights the value of collaborative professional learning. Teachers viewed microteaching, peer feedback, and reflective discussion as

particularly impactful. These findings align with the understanding that teacher learning is strengthened through practice-oriented, collaborative, and reflective processes. The collegial learning model fostered during the sessions contributed to a supportive environment in which teachers felt encouraged to experiment, share challenges, and learn from one another—conditions that are critical for sustained instructional change.

### **Follow-up Actions for Sustainability**

To ensure that the positive effects of the programme are not short-lived but evolve into long-term instructional change, three follow-up actions have been planned in collaboration with SMA SAIM Surabaya:

#### **Integration of debate strategies into regular instruction**

Debate will be incorporated into routine instruction across subjects to ensure the continued development of students' critical thinking and communication skills. Supported by the principal and curriculum development team, teachers will embed debate structures within lesson plans (RPP), enabling consistent practice. Participants are encouraged to select formats that suit the subject's needs and the learner's characteristics, positioning debate as a regular, not occasional, learning routine that cultivates active engagement and character development.

#### **Development of a teacher learning community.**

To maintain momentum and foster peer-supported growth, SMA SAIM will establish a teacher learning community dedicated to debate-based pedagogy. This platform will enable teachers to share experiences, discuss challenges, and exchange practical resources. Meetings will be conducted both online and in person to ensure broad participation and accessibility. Through collaborative reflection, the school aims to strengthen teacher capacity and nurture a culture of continuous improvement.

#### **Ongoing collaboration with the implementation team**

Sustained collaboration between the school and the implementation team will support continued use and refinement of debate-based teaching. Regular online check-ins, follow-up discussions, and resource-sharing will assist teachers as they deepen their practice. Joint development of lesson plans and assessment tools will further support innovation, with the long-term goal of embedding debate-based learning as a sustainable and adaptive instructional model within the school.

Overall, the findings indicate that the programme successfully enhanced teachers' conceptual understanding, instructional skills, and motivation to adopt debate as a classroom pedagogy, while also fostering early cultural shifts toward dialogic and student-centred learning. The combination of structured training, guided practice, and collaborative reflection proved effective in supporting teacher growth and enabling the initial integration of debate-based strategies into classroom instruction. With planned follow-up actions—including curriculum integration, the formation of a teacher learning community, and continued collaboration with the implementation team—the programme has established a strong foundation for sustaining and expanding the use of debate to enhance teaching and learning at SMA SAIM Surabaya.

#### **4. CONCLUSION AND RECOMMENDATIONS**

The outreach program titled “Training on the Utilization of Debate Strategies in Teaching to Develop 21st-Century Skills for Teachers at SMA SAIM Surabaya” was a resounding success, resulting in a significant enhancement in teachers’ professional development. Through a carefully organized series of hands-on activities, reflection sessions, and lesson planning, the training not only bolstered teachers’ confidence but also improved their skills in employing debate as a contemporary teaching strategy. This initiative not only deepened their understanding but also fostered a more engaging and reflective teaching culture within the school. These achievements also demonstrate a significant contribution to strengthening critical thinking, promoting active student engagement, and establishing a teacher learning community that supports the sustainability of educational innovation at the school.

For future outreach implementers, it is recommended to provide ongoing mentoring after the training in order to monitor the implementation of debate in the classroom and offer more personalized feedback to teachers. Additionally, further development of debate modules tailored to the specific characteristics of each subject is necessary, along with expanding inter-school collaboration to ensure that best practices and debate-based educational innovations can spread more widely and have a sustainable impact. Strengthening student engagement-based evaluation is also crucial to ensure that debate strategies truly enhance the quality of learning across various contexts.

#### **ACKNOWLEDGEMENTS**

The authors would like to express their sincere gratitude to the Faculty of Language and Arts, Universitas Negeri Surabaya, for providing financial support for this outreach program. The authors also extend their appreciation to the Institute for Research and Outreach (LPPM) of Universitas Negeri Surabaya for the administrative, technical, and institutional support given throughout the preparation and implementation of the program. The funding and institutional assistance from both the Faculty and LPPM have been essential to the successful implementation of the activities and the achievement of the program’s objectives.

This community engagement programme was supported by the Faculty of Language and Arts (FBS) and the Institute for Research and Community Service (LPPM) at the State University of Surabaya, with additional guidance from academic supervisors and representatives of SAIM parent stakeholders.

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