Kirk Patrick as a Calendar Debate training in Arabic for Students of the Center for the Promotion of Foreign Language

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Abstract:
This study aims to evaluate scientific debate training using the Kirkpatrick evaluation model, which is still rarely applied in the context of Arabic debate. Although the commonly used evaluation model is based on winning or losing in a competition, the Kirkpatrick model consisting of four stages—reaction, learning, behavior, and outcome—can provide in-depth insights to improve student competence. The research method used is a qualitative approach with a descriptive research type, and data were collected through interviews and documentation studies. The results showed that the Kirkpatrick evaluation model succeeded in providing a better understanding of improving student abilities, where in the reaction evaluation stage, students showed enthusiasm in sharing debate practice experiences; in the learning stage, there was an increase in ability before and after training; in the behavior stage, students were more receptive to input and suggestions from instructors; and in the outcome stage, students became more productive in Arabic debate competitions. The contribution of this study is to introduce the application of the Kirkpatrick model in Arabic scientific debate training as a tool to improve training effectiveness.
Keywords: *Kirk Patrick, Calendar, Debate Training*

Abstrak:
Penelitian ini bertujuan untuk mengevaluasi pelatihan debat ilmiah menggunakan model evaluasi Kirkpatrick, yang masih jarang diterapkan dalam konteks debat berbahasa Arab. Meskipun model evaluasi yang umum digunakan adalah berdasarkan kemenangan atau kekalahan dalam kompetisi, model Kirkpatrick yang terdiri dari empat tahap—reaksi, pembelajaran, perilaku, dan hasil—dapat memberikan wawasan mendalam untuk meningkatkan kompetensi siswa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis penelitian deskriptif, dan data dikumpulkan melalui wawancara serta studi dokumentasi. Hasil penelitian menunjukkan bahwa model evaluasi Kirkpatrick berhasil memberikan pemahaman yang lebih baik mengenai peningkatan kemampuan siswa, di mana pada tahap evaluasi reaksi, siswa menunjukkan antusiasme dalam berbagi pengalaman latihan debat; pada tahap pembelajaran, terjadi peningkatan kemampuan sebelum dan setelah pelatihan; pada tahap perilaku, siswa lebih mudah menerima masukan dan saran dari instruktur; dan pada tahap hasil, siswa menjadi lebih produktif dalam kompetisi debat berbahasa Arab. Kontribusi penelitian ini adalah memperkenalkan penerapan model Kirkpatrick dalam pelatihan debat ilmiah berbahasa Arab sebagai alat untuk meningkatkan efektivitas pelatihan.
Kata Kunci: *Kirk Patrick, Kalender, Pelatihan Debat*

INTRODUCTION

The phenomenon of scientific debate training, particularly in Arabic debate, currently faces challenges related to the application of effective evaluation for these training programs (Ritonga et al., 2021, 2022; Zurqoni et al., 2020). The most commonly used evaluation model is based on winning or losing in debate competitions; however, this often does not reflect how well the training has improved participants' competencies (Al-Qatawneh et al., 2020; Al Rawashdeh et al., 2021). In the field of training, one of the most proven and effective evaluation models is the Kirkpatrick model, consisting of four stages: interaction evaluation, learning evaluation, behavior evaluation, and outcome evaluation (Kirkpatrick & Liddicoat, 2020; Ross et al., 2022; Wang & Kirkpatrick, 2020). This model is designed to provide a deeper understanding of the impact of a training program on participants by assessing satisfaction, material understanding, behavioral changes, and long-term outcomes.

Literature review shows that many studies on scientific debate training focus on applying the discussion method to different groups. Demonstrated that Arabic debate training improves students' Arabic language skills and helps them overcome critical thinking challenges (Al-Husban, 2020; Hazaea et al., 2021; Ja'ashan, 2020). A guidebook for English debate discussions aimed at teachers, assisting them in mentoring students for local, regional, national, and international debate competitions (Khtere & Yousef, 2021). While these studies provide valuable insights into debate training, there is a lack of focus on evaluating the effectiveness of such programs, particularly in the context of Arabic debate.

Although scientific debate training plays an essential role in enhancing students' critical thinking and communication skills, many participants do not feel the direct benefits of the training programs (Derous et al., 2021; Hadjeris, 2021). This is often due to the absence of a systematic evaluation to measure the extent to which the training has succeeded in improving participants' competencies (Ghannam et al., 2020; Mustafawi et al., 2022; Tamani et al., 2021). Without comprehensive evaluation, it is challenging to determine whether the training truly achieves its intended objectives.

Previous research has made significant contributions to understanding debate training, but most of these studies focus on teaching and discussion methods without addressing the evaluation of training outcomes (Ahmed & Sayed, 2020; Buska et al., 2020; Sawaean & Ali, 2020). For instance, many studies measure the success of training based solely on competition results, without considering the long-term development of participants' competencies (Bin Othayman et al., 2022; Othayman et al., 2020). Therefore, there is a need for more in-depth research on evaluating scientific debate training programs using the Kirkpatrick model, which can provide a more holistic view of the program's effectiveness.

The research gap in this study lies in the lack of studies applying the Kirkpatrick evaluation model to Arabic debate training. This research also introduces novelty by combining a training evaluation perspective with the four stages of Kirkpatrick, a method rarely applied in the context of Arabic scientific debate. This study aims to fill this gap by providing a systematic evaluation of debate training and offering a new approach to assessing the effectiveness of debate programs at the student level.

The purpose of this study is to evaluate Arabic scientific debate training using the Kirkpatrick evaluation model, consisting of four stages: interaction, learning, behavior, and outcome evaluation. The focus of this research is to explore how Arabic debate

training improves participants' competencies in various aspects and to identify areas that need improvement to ensure that the training provides optimal benefits to the participants.

RESEARCH METHOD

The methodology employed in this research is qualitative (Church et al., 2012). The research subjects are the Center for the Promotion of Foreign Languages at the Nour Bitan Probolengo campus. The first focus of the research is the Arabic Language Center within the Foreign Language Center. The Foreign Language Promotion Center consists of two main centers: the Arabic and English Language Centers. The second focus of the research is on Arabic language students who participate in debate training. A total of ten students participated in the Arabic debate training.

The research tools utilized in this study include questionnaires, interviews, and documents. The questionnaires were distributed to collect data on the students' opinions regarding the Arabic debate training they participated in. Interviews were conducted with both the students and the trainers to gain deeper insights into the training process. Additionally, interviews with the students were conducted to understand their reasons for participating in the Arabic debate training, while discussions with the trainers provided an understanding of the impact of the training. Documents were used to examine the students' development data before and after participating in the Arabic debate training.

Data analysis in this study involved several steps: data collection, presentation, description, and conclusion (Proudfoot, 2023). The process began with the distribution of questionnaires to all debate training students. The researcher then conducted interviews with the head of the Arabic Language Center. The second round of interviews was with the trainer or mentor responsible for the Arabic debate training. Data collection also included pre- and post-test scores, as well as images documenting the students' productivity during the debate training. After the data was collected, it was presented in the form of metadata. Finally, conclusions were drawn based on the presented data.

FINDINGS AND DISCUSSION
Findings

The training activity at the Arabic Language Promotion Center is an additional activity carried out every Tuesday and Wednesday from 22.30 to 24.00. This activity in the form of training is directly traced and directed by the facilities of the Foreign Language Promotion Center. The escorts of the Foreign Language Promotion Center who have become mentors and teachers are companions who are considered capable and willing to guide students to develop their skills. MW as the Student Head of the Center for the Promotion of Foreign Language clarified the following:

MW : *So professor, my purpose is to have a deepening so that they feel their competence and then so that they do not know the skill of the Kalaf only when they live in the Arabic Language Promotion Center. There were several differences, such as debate, story, public speaking, and writing. All students must choose and participate on Wednesday and Fifth Night*

The reason for conducting the internship is that the students of the Foreign Language Promotion Center know their talents. So that the learning outcomes of students are not only in speaking skills, but also other skills that grow from themselves. Based on this, students of the Foreign Language Promotion Center have specific goals in the learning process at the Foreign Language Promotion Center (Derous et al., 2021). This activity has a benefit in refining students' Arabic language skills and training them through several training courses, including scientific debate, story, public speaking, writing. Although it is called an internship, all students have to go through and choose one of the many exercises. So that all students meet every Wednesday and Thursday night in training groups of their choice without exception.

To test the effectiveness of the program, Kirk Patrick offers an assessment consisting of four types: interaction assessment, learning assessment, behavior evaluation, and outcome evaluation. Some of these assessments are seen as being able to test the effectiveness of a particular program on a training program by looking at the background of Kirk Barrick, an evaluation expert in the field of training.

1.   Interaction Calendar

The interaction calendar is used to measure student satisfaction after participating in Arabic debate training at the Foreign Language Promotion Center. Debate training is one of the many training activities that students must choose and participate in on Tuesday and Wednesday, and student participation can be based on coercion alone. Not only is the desire to participate and taught, but the element of coercion can also be a background for students' participation in debate training. The results of the Debate Training Participation Questionnaire are as follows:

Apakah anda terpaksa mengikuti pelatihan debat ?
10 jawaban

- sangat setuju
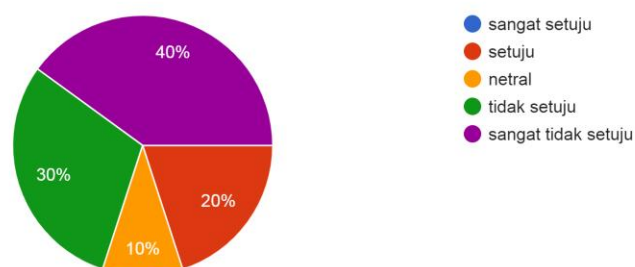- setuju
- netral
- tidak setuju
- sangat tidak setuju

Diagram 1

The results of the survey showed that 20% of students agreed to be forced to participate in debate training. 40% of students strongly disagree with whether their participation in debate training is based on an element of coercion. 30% of students disagree with whether their participation in debate training is based on coercion. Finally, 10% of students participated in debate training based on personal desire and coercion.

The background of students' participation before participating in debate training is very diverse. Most of them participated in debate training based on personal desire and a small part participated in debate training because of the

element of coercion. However, this does not exclude the possibility of changes after participating in debate training. You started with a heavy heart before participating in debate training to be happy and happy to follow it as shown in the following diagram:

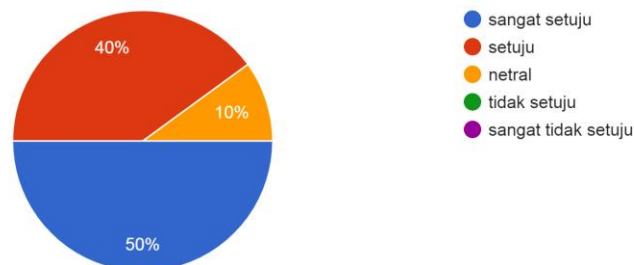Apakah pelatihan ini menyenangkan ?
10 jawaban

Diagram 2

The results of the diagram show that up to 10% of students feel happy and unhappy in debate practice. 40% of students are happy to participate in debate training. Finally, 50% of the students were very happy to participate in the debate training. There seems to be a change before and after participating in debate training. Before participating in debate training, there were some students who had an element of compulsion. However, after participating in the internship, only 10% of students felt dissatisfied with participating in the internship.

Breaking away from the feeling of happiness in sharing the training, will have a positive impact on student development. Because the pleasure of participating in the exercise can make the practice of debating an expected activity. In order for students to do the activities they do during the training process, they can do this over and over again in different places as shown in the following diagram:

Apakah pelatihan ini membuat anda ingin berlatih terus menerus ?
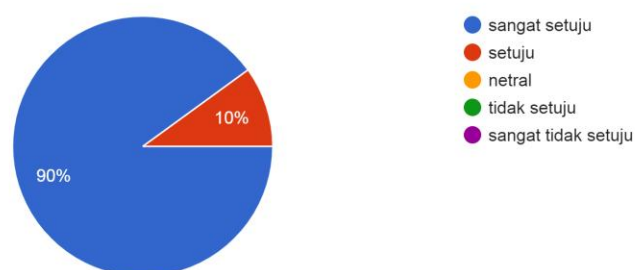10 jawaban

Diagram 3

The results of the diagram show that 10% of students agree with whether they want to practice continuously after participating in a discussion exercise. Up to 90% of students strongly agree that the effect of participating in debate

training is to reinforce the desire for continuous practice. Of course, a great desire to learn will greatly help in the development of students' abilities.

1.   Learning Assessment

Learning evaluation is an important stage in the learning process. Given the results of the assessment, the teacher will know the development of knowledge, the achievement of indicators, and learning problems. As well as in the training of the Foreign Language Promotion Center debate, the development of students' abilities before and after participation in the debate training can be seen from the results of the introductory test at the beginning of learning and the subsequent test as shown in the following table:

Post-Test			Preliminary Exam			name	number
Arranged	content	Fluency	Arranged	content	Fluency		
70	70	80	30	40	45	MAR	1
65	70	60	30	35	30	AIH	2
70	70	75	35	45	45	KWT	3
70	75	60	45	35	35	MRA	4
70	75	80	35	40	40	AFI	5
70	70	75	30	45	30	MAH	6
70	70	70	35	40	35	IPNS	7
70	85	70	40	45	35	MW	8
70	70	75	35	40	45	MSF	9
75	65	60	40	35	30	RA	10

The development of students' abilities before and after participating in the training is obvious. In general, the development of students' abilities almost doubled from the initial abilities, although some students were developing little by little. Debate training, focuses on assessing the ability to speak fluently, content, and structured systematically. The results of student development do not escape the harmony of fifteen-week activities supported by the language environment of the Center for the Promotion of Foreign Language.

1.   Behavior Correction

Developing good knowledge without supporting it The development of good behavior indicates that education is not optimally delivered. The development of knowledge should lead to the development of students' behavior in their daily activities. Especially after students have finished educational activities or return home. MHM said as a foreign language promotion center facilities officer and a teacher in the foreign language promotion center's debate training:

MHM:"Students feel that they need knowledge and education a lot, which is a delightful effect for all facilities. Also on the discussion programme, they are encouraged to submit questions and opinions. The difference is from the old time, they only hear. Different, who debates with who does not discuss the discussion. As for the feedback program, there is a presence. They practice carrying statements as an example in a debate, as if forcing themselves to carry the saying."

The development of behavior that emerges from the training of students for debate is the emergence of a sense of need for knowledge and learning. In addition, when students are in the discussion program, they can play an active role in asking questions and arguing. This is different from their situation before

participating in debate training and their friends who did not attend debate training. The habits they practice during debate training also have an impact when they participate in central activities such as the feedback program. In this activity they quote a character to strengthen their argument

MHM :"*Easy to order them, influenced by their behavior also when they say. In the old days before they practiced debate, this is very difficult to order. We order to the west and they went to the east. Now I command them to the cemetery. They went to the cemetery for all the nights it was. Especially by attending the competition. Students say, I'm to the cemetery for the moment. Wait here a minute.*"

The behavior also seen from the participants in the debate training was that it was easier to guide them than by participating in the debate training. The emotional closeness between students and teachers is strong, so that suggestions and commands that are conveyed to them are more easily accepted. Even in religious matters that are usually difficult for them to follow, they follow it as if they were without compulsion.

1. Evaluation of results

Evaluating the results of the Kirk-Batik model is a form of evaluation that focuses on increasing productivity. The increase in students' productivity is manifested in debate training by winning student-level debate competitions. This can be seen in the Instagram post of the new Noor Institute which also appreciates the victory of the students of the Center for the Promotion of Foreign Language as shown in image 1.

Photo 1

An Instagram post dated November 23 bearing the account name pesantrennuruljadid. SAF, MAR and AIH won as the first winner of the scientific debate competition in Arabic organized by Maulana Malik Ibrahim State Islamic University in Malang at the national level. The productivity of students after participating in debate training was demonstrated by winning the events of the competition. This victory is sure to ignite the spirit of continuing to practice and try again in many competitions. Scientific debate in Arabic.

Competition

The training activities conducted on Tuesday and Wednesday at 22.30 - 24.00 are aimed at equipping and training students' skills. One of the training groups is the Arab debate. The Kirk-Patrick assessment applied to the debate training group consists of four types: interaction assessment, learning assessment, behavior assessment, and outcome evaluation. The results of the interaction assessment show that students feel happy and are more motivated to continue learning, even though they have a coercive background to follow them. The learning assessment showed important results, as it showed the growth of students' abilities before and after attending the training in their speech skills. Thirdly, behavior evaluation results in conclusions, raising awareness of the importance of possessing knowledge in students. In addition, organizing and guiding students has become easier than before participating in scientific debate. Finally, the evaluation of the results resulted in the conclusion that the students' productivity began through their participation in the competition and winning the Arab Debate Competition.

1. Interaction Calendar

In debate training, students have different backgrounds before participating in it. Not all students have the intention to learn debate. Some of them participated in commissioned debate training. However, after evaluating the interaction, the results showed that the students were happy to participate in the debate training. There is even a feeling and enthusiasm to continue practicing debate in Arabic. This shows that the debate training conducted at the Arabic Language Promotion Center is fun for students. Debate training can therefore be an incentive for students to continue practicing their competence.

The evaluation of the interaction applied to the Arab debate training resulted in a subjective answer for the students after participating in the Arab debate training. This is because the evaluation of this first stage focuses on measuring student enjoyment. Measuring student satisfaction in the training process is an important assessment, because student satisfaction means that it involves students' motivation for training. The motivation to learn is important for students, as it will affect the retention of students' efforts.

1. Learning Assessment

In the student learning assessment, the results showed that there was a change in students' abilities before participating in debate training and after participating in debate. There are three types of indicators of debate training, namely fluency, content and methodology. All indicators show a change in students' ability from less than 50 to above 50. It can be concluded that debate training is correct on the goal in terms of materials and procedures for training students.

The difference in students' ability before and after participating in the Arab debate training can be seen from the results of the learning assessment. The assessment of learning outcomes is an assessment to measure the level of knowledge that increases after attending the training.

The proof of program success is always seen through the value of learning outcomes. So that the level of development of students can be seen.

2.   Behavior Correction

Changes that occur after participating in training are also present in student behavior. This is evidenced by the ease with which students accept suggestions and orders from the instructor as well as a foreign language promotion center facility. Before participating in debate training, students were relatively difficult to mentor, but after attending the training it was easy for them to accept input and guidance from the facilities. This change shows that debate training also promotes emotional closeness between students and the facility. So good directions and commands seem to for themselves come from those closest to them.

Behavior Assessment as Kirkpatrick's Stage III Assessment, an assessment that focuses on applying students' knowledge and the impact of knowledge on behavior after returning to society. This calendar discusses changing work directions, improving knowledge, and increasing skills. This can be seen from the behavior of students after participating in debate training and returning to their own rooms. There they socialize with friends and other companions.

1.   Evaluation of results

After going through the entire training process, the final evaluation is the evaluation of the results. The results of the training obtained by the students are the productivity of students in scientific debate competitions in Arabic. At several of the competition's events, students of the Foreign Language Promotion Center were able to compete with representatives from other institutions. He even managed to win a national Arabic scientific debate competition organized by Maulana Malik Ibrahim State Islamic University in Malang. Winning this competition has become an increasing encouragement in their education and training. This is due to the consistency of learning and the specific part of the training so that trainees can continue to develop the skills that make them productive in the Arabic scientific debate competition.

Evaluation of results is the final evaluation stage of Kirk Patrick. The results of the Arab Debates training that have become productive for the students of the Foreign Language Promotion Center can be seen from their participation in the Arab Debate Competition. Participation in the Arab Debate Competition has a clear impact after participating in Arabic debate training. The results are the final results after the students attend the training. In addition, the results calendar can also be seen from students' jobs after attending the training.

The Kirk-Patrick calendar applied to Arabic debate training provides a detailed description of student debate training. of student satisfaction, student learning and behavior outcomes, and student training outcomes. The Kirk-Patrick calendar can therefore provide a comprehensive picture of the status and development of students in Arabic debate training at the Foreign Language Promotion Center (Ghannam et al., 2020). This fits with the Baddu lunar sun research which proves that the Kirk-Patrick calendar is able to provide an overview to lecturers regarding

the overall ability of students. The Kirk-Patrick Calendar measures the extent to which the education and training program's goals in individual achievement are achieved (Kirkpatrick & Liddicoat, 2020). At the same time, the results of the Kirk-Patrick assessment, with its four components in this training, illustrate the position of students in the Arabic debate training.

Based on Kirkpatrick's Arabic Debate Training Calendar, this calendar is suitable for describing the trainees' status and development. However, in the third stage of the Kirk-Patrick calendar, it is relatively difficult to tell. Because in behavioral assessment, the coach or assessor must know the behavior of students before attending the training and after attending the training. The Kirkpatrick calendar app is easier to apply in a center, dormitory and institute environment, and reviewing the instructor's or evaluator's notes is easier to monitor students. If not, there should be good cooperation between the instructor or assessor and all the parents of the students. So that the Kirkpatrick calendar can be fully applied

CONCLUSION

The Kirkpatrick Calendar effectively captures the development of students' abilities in Arabic debate training at the Foreign Language Promotion Center, providing insights into their progress before and after the training. It also evaluates students' perceptions of the training, offering a detailed view of behavioral impacts and productivity. This calendar should be applied to all training programs to ensure instructors and assessors can track students' progress comprehensively. The findings of this study demonstrate that the Kirkpatrick Calendar accurately reflects students' growth in knowledge and ethics, and when implemented in specific schools or agencies, it offers valuable conclusions on training performance, informing future improvements in both student development and trainer effectiveness. However, this research is limited to training at the Islamic Institute with a small, male-only sample, suggesting the need for further studies in public schools or private agencies without special accommodations for students.

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