

## INNOVATIVE TEACHING MATERIALS FOR BALAGHAH: ENHANCING LITERARY APPRECIATION THROUGH SYAWAHID ADABIYAH IN ILMU BADI'

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### Abstract

This study aims to develop innovative teaching materials for Balaghah and Ilmu Badi' using Syawahid Adabiyah to enhance literary appreciation among students in the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung. The term "Syawahid Adabiyah" refers to examples from literary texts that serve as a foundation for understanding the beauty and intricacies of language, making it a valuable resource for students. This study formulates two main research questions: 1) What are the steps for developing and assessing the feasibility of Ilmu Badi's teaching materials? 2) What is the effectiveness of these developed materials in improving students' literary appreciation? To address these questions, the research employs the Research and Development (R&D) model by Borg and Gall, focusing on contextual and varied teaching materials that integrate literary examples as learning media. The results are expected to demonstrate that the developed materials are viable and significantly enhance students' interest and skills in analyzing and creating beautiful literary works. This study contributes positively to the broader field of Arabic language education in Indonesia by providing a comprehensive approach that combines theory and practice.

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### Keywords:

Balaghah; Ilmu Badi'; Literary Appreciation; Syawahid Adabiyah.

### مستخلص البحث

تهدف هذه الدراسة إلى تطوير مواد تعليمية مبتكرة في البلاغة وعلم البديع باستخدام شواهد أدبية لتعزيز تقدير الأدب لدى الطلاب في برنامج تعليم اللغة العربية في جامعة الإمام سيد علي رحمة الله تولونغ أغونغ. يشير مصطلح "شواهد أدبية" إلى الأمثلة المستمدة من النصوص الأدبية التي تُعتبر أساسًا لفهم جماليات وتعقيدات اللغة، مما يجعلها مصدرًا قيمًا للطلاب. تصوغ هذه الدراسة سؤالين أساسيين للبحث: (١) ما هي خطوات تطوير وتقييم جدوى مواد تعليم علم البديع؟ (٢) ما مدى فعالية هذه المواد المطورة في تحسين تقدير الطلاب للأدب؟ لمواجهة هذه الأسئلة، تستخدم الدراسة نموذج البحث والتطوير لبورغ وغال، مع التركيز على مواد تعليمية سياقية ومتنوعة تدمج الأمثلة الأدبية كوسائط تعليمية. من المتوقع أن تُظهر النتائج أن المواد المطورة قابلة للتطبيق وتعزز بشكل كبير اهتمام الطلاب ومهاراتهم في تحليل وإبداع الأعمال الأدبية الجميلة. تسهم هذه الدراسة بشكل إيجابي في المجال الأوسع لتعليم اللغة العربية في إندونيسيا من خلال تقديم نهج شامل يجمع بين النظرية والممارسة.

كلمات أساسية: البلاغة؛ علم البديع؛ التذوق الأدب؛ الشواهد الأدبية.

## Introduction

Higher education shapes students' character and understanding of the world.<sup>1</sup> In today's globalized era, students must possess academic skills, critical and creative thinking abilities, and a deep appreciation for culture and literature.<sup>2</sup> Therefore, developing teaching methods that enhance both academic knowledge and literary appreciation is essential. A key focus of this teaching material development is Balaghah, particularly Ilmu Badi'. Balaghah explores the beauty and power of language and effective message delivery, while Ilmu Badi' emphasizes the elements of beauty in language and literary works. Integrating Balaghah and Ilmu Badi' is vital for creating holistic teaching materials.<sup>3</sup>

The study of Balaghah, especially Ilmu Badi', is a core course in the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung. Ilmu Badi' examines the beauty and uniqueness of language structure in sentences, including word choice, figures of speech, and the harmony of meanings.<sup>4</sup> Mastery of Ilmu Badi' is crucial for students to effectively understand and analyze Arabic texts and produce engaging academic or literary works.<sup>5</sup> In this context, the course aims for students to grasp foundational concepts and develop skills in analyzing and appreciating the *tadzawuq adaby* (literary appreciation) in literary texts and religious discourse.<sup>6</sup> Through mastering Ilmu Badi, students should be able to identify and explain various figures of speech, understand their messages, and produce beautifully written works.

However, initial observations reveal several issues in teaching Ilmu Badi' at UIN Sayyid Ali Rahmatullah Tulungagung: 1) The available teaching materials are predominantly theoretical and lack variety, making them less engaging; 2) Students tend to be passive and show little enthusiasm in classes; 3) Their abilities to analyze and appreciate the beauty of the Arabic language remain low. The first issue pertains to the current teaching materials, which are dominated by

<sup>1</sup> Rodrigo Pessoa Medeiros, Geber Lisboa Ramalho, and Taciana Pontual Falcao, "A Systematic Literature Review on Teaching and Learning Introductory Programming in Higher Education," *IEEE Transactions on Education* 62, no. 2 (2019): 77–90, <https://doi.org/10.1109/TE.2018.2864133>.

<sup>2</sup> W.L. Quint Oga-Baldwin, "Acting, Thinking, Feeling, Making, Collaborating: The Engagement Process in Foreign Language Learning," *System* 86 (2019): 102128, <https://doi.org/10.1016/j.system.2019.102128>.

<sup>3</sup> Ahyar Juni, *Apa Itu Sastra Jenis-Jenis Karya Sastra Dan Bagaimanakah Cara Menulis Dan Mengapresiasi Sastra* (Yogyakarta: Deepublish, 2019).

<sup>4</sup> Siti Rauhillah, "Analisis Materi Ilmu Badi' Dalam Kitab Al-Balaghah Al-Wadhihah," *Prosiding Konferensi Nasional Bahasa Arab* 5, no. 5 (2019), <http://prosiding.arab-um.com/index.php/konasbara/article/view/516>.

<sup>5</sup> Noza Aflisia, Hendrianto, and Kasmantoni, "Teaching Balaghah for the Purpose of Appreciation of Al-Quran Language," *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 2 (2022): 156, <https://doi.org/10.38073/lughawiyat.v4i2.537>.

<sup>6</sup> H. Halimah, "Critical Literacy Approach in the Teaching of Literary Appreciation Using Indonesian Short Stories," *Indonesian Journal of Applied Linguistics* 10, no. 1 (2020): 84–94, <https://doi.org/10.17509/ijal.v10i1.24992>.

theoretical explanations of Ilmu Badi', such as definitions and examples of figures of speech. Students need more contextual and engaging materials to improve their understanding and appreciation.

The second issue relates to student activity and enthusiasm. Observations indicate that students are generally passive, receiving explanations rather than engaging in discussions or analyses. This hinders achieving Ilmu Badi's learning objectives, which aim for students to understand and appreciate the beauty of Arabic. The third issue is the low ability of students to analyze and understand the beauty of the Arabic language. Despite studying Ilmu Badi', they struggle to apply concepts when analyzing texts, making it difficult to grasp the messages conveyed through language.

More engaging and contextual teaching materials must be developed to address these issues, using syawahid adabiyah (examples of literary texts) as learning media.<sup>7</sup> This approach is expected to enhance students' understanding of Ilmu Badi' and foster their appreciation for the Arabic language. Tadzawuq adaby, or the love for literature, is central to developing these materials. Literary appreciation shapes students' character and cultural sensitivity, making them more open to humanitarian values and creativity.<sup>8</sup> Enhancing tadzawuq adaby is essential not only for individual development but also for cultivating a more cultured society.<sup>9</sup> Students with a strong appreciation for literature tend to be more sensitive to literary works' beauty and moral values. Thus, developing these materials stimulates students' interest in understanding and appreciating literature.

Using syawahid adabiyah in material development provides a solid empirical basis for understanding Ilmu Badi' within actual literary contexts. This equips students with theoretical knowledge and real experiences in appreciating language beauty.<sup>10</sup> Incorporating technology and innovative teaching methods is integral to this development. Creative media and interactive presentations will create a more engaging learning experience, increasing student involvement and helping them effectively internalize Balaghah and Ilmu Badi's concepts. This development aligns with the dynamic nature of Arabic literature. Students can explore and appreciate

<sup>7</sup> Gilbert Cabilangan Magulod, "Innovative Learning Tasks in Enhancing the Literary Appreciation Skills of Students," *Sage Open* 8, no. 4 (2018), <https://doi.org/10.1177/2158244018820382>.

<sup>8</sup> Nurul Musyafa'ah, "Assignment-Based Balaghah Learning Module Application to Increase Literary Appreciation," *Journal of Social Science* 2, no. 6 (2021): 816, <https://doi.org/10.46799/jss.v2i6.250>.

<sup>9</sup> Moniek M. Kuijpers and Frank Hakemulder, "Understanding and Appreciating Literary Texts Through Rereading," *Discourse Processes* 55, no. 7 (2018): 619, <https://doi.org/10.1080/0163853X.2017.1390352>.

<sup>10</sup> Deborah K. Palmer et al., "Bilingualism, Biliteracy, Biculturalism, and Critical Consciousness for All: Proposing a Fourth Fundamental Goal for Two-Way Dual Language Education," *Theory Into Practice* 58, no. 2 (2019): 121, <https://doi.org/10.1080/00405841.2019.1569376>.

Arabic literature by utilizing literary works such as syawahid adabiyah, which positively impact their literary identity and support sustainable Arabic education.

In conclusion, developing teaching materials for Balaghah and Ilmu Badi' using syawahid adabiyah is expected to be a progressive step in enhancing tadzawuq adaby among students. Through a holistic approach that integrates theory, practice, and empirical experience, these materials aim to create intelligent and cultured students sensitive to literature's beauty in all its forms. Previous research, such as the study by Al-Kayisy on the competency tests in Arabic literature, highlighted the limited engagement of students in Arabic literature education. In contrast, this research focuses on integrating literary examples to enhance involvement.<sup>11</sup> The study by Norkhafifah explored the impact of technology on Arabic language learning, noting that while it increased participation, it often lacked a connection to literary appreciation. This research differs by emphasizing the integration of literary examples and technology to promote a deeper understanding of Ilmu Badi' and literature.<sup>12</sup> A study by Abdullah investigated students' perceptions of Arabic language education regarding the teaching and learning of Balaghah. The results indicated that student's interest in the subject was still low without emphasizing the practical application of literary texts. On the other hand, this research focuses on using a technology-based approach to enhance students' engagement with literary works, thereby strengthening their appreciation for the beauty of the language.<sup>13</sup> The novelty of this research lies in its holistic approach, which integrates practical literary examples with theoretical concepts and innovative teaching techniques to foster a deeper appreciation for Arabic literature and language among students.

## Method

This study employs a research and development (R&D) approach using the Borg and Gall model. The steps include research and data collection, planning, product development, field testing, revision, further testing, improvement, and product finalization. Additionally, a quantitative approach is applied to test hypotheses and analyze relationships between variables. This type of research is quasi-experimental, wherein the researcher observes the effects of using teaching materials on students.

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<sup>11</sup> Muhammad Ilyas Alkayisy and Wawan Gunawan, "Tes Kompetensi Bersastra Dalam Evaluasi Pembelajaran Bahasa Arab," *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor 1* (2023), <https://ejournal.unida.gontor.ac.id/index.php/shibghoh/article/view/9790>.

<sup>12</sup> Siti Norkhafifah and Nur Syahabuddin, "Desain Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Di Era New Normal," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 5, no. 1 (2022): 53, <https://doi.org/10.35931/am.v5i1.908>.

<sup>13</sup> Nasimah Abdullah et al., "Persepsi Pelajar Pengajian Bahasa Arab Terhadap Pembelajaran Dan Pengajaran Balaghah Menggunakan Pendekatan Teknologi," *E-Jurnal Penyelidikan Dan Inovasi* 10, no. 1 (2023): 75–90, <https://doi.org/10.53840/ejpi.v10i1.100>.

The research procedure involves the development of teaching materials for Balaghah and Ilmu Badi' using Syawahid Adabiyah. Steps adapted from Borg and Gall include needs analysis, instructional design, expert validation, revision, product testing, and implementation. This process involves experts and users to ensure the developed materials meet students' needs.<sup>14</sup>

The population of this study consists of 1,309 students from the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung. A sample of 10% of the population was taken, amounting to 97 students from semester V classes A and B. The sampling technique used is random sampling, which gives each unit an equal chance of being selected as a sample. To ensure the validity of the data, the researcher employed a multi-faceted validation process. This included content validation by consulting with experts in Arabic education and literature to review the teaching materials and assessment tools. Additionally, a pilot study was conducted with a small group of students to test the clarity and effectiveness of the materials, allowing for adjustments based on their feedback.

Data were collected through several techniques: observation to monitor the teaching and learning process, literature study to gather relevant theories, questionnaires to obtain students' opinions, and tests to evaluate learning outcomes. Validity was measured using Pearson's product-moment correlation formula, with analysis assisted by SPSS. An item is considered valid if the significance value is less than 0.05. Reliability was tested using the Cronbach Alpha method, with coefficients above 0.60 indicating that the instruments are reliable.

Analysis was conducted using descriptive and inferential statistics. A normality test was performed to ensure the data were normally distributed, which is essential for parametric analysis. If the data are typically distributed, parametric statistical tests are used; otherwise, non-parametric tests are employed. Normality testing was conducted using the Shapiro-Wilk test. Subsequently, descriptive analysis describes the collected data, while hypothesis testing compares pretest and posttest scores using the t-test. SPSS was utilized to assist in this analysis, aiming to evaluate the effectiveness of the developed teaching materials in enhancing students' Tadzawuq Adaby.

## Result and Discussion

This study focuses on developing teaching materials for Badi's rhetoric using Syawahid Adabiyah to enhance Tadzawauq Adaby among students. The methodology employed is research and development (R&D), utilizing a simplified version of the Borg and Gall model, which consists of six steps: needs analysis, planning and development, expert validation, product revision, field testing, and implementation.

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<sup>14</sup> Amir Hamzah, *Penelitian Berbasis Proyek: Metode Kuantitatif, Kualitatif Dan R&D: Kajian Teoritik Dan Contoh-Contoh Penerapannya* (Malang: Literasi Nusantara Abadi, 2019).

### Needs Analysis

The needs analysis aims to understand the teaching objectives and assess learning outcomes. Initially, the researcher reviewed the textbooks used in the Badi rhetoric course at the Arabic Language Education Program of UIN Sayyid Ali Rahmatullah Tulungagung. It was found that while instructors employed several texts, students lacked a specific reference book, adversely affecting their comprehension.

Subsequently, interviews with Badi's instructors revealed their desire for more suitable and effective teaching materials. Additionally, student interviews indicated a need for Badi's books to be easily understood while presenting complex topics. Finally, reviewing the curriculum documents highlighted a lack of detailed guidance on teaching Badi, resulting in varied student learning outcomes. These findings underscore the necessity for better-designed and developed teaching materials.

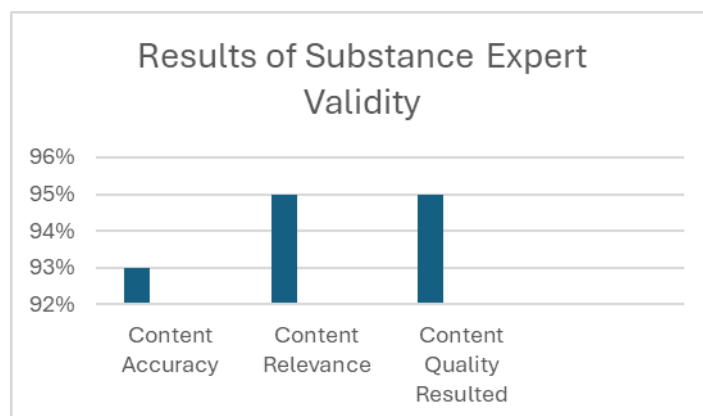
### Planning and Development of Materials

The researcher formulated a plan and content outline for the teaching materials based on the curriculum and essential elements. The content was organized from simple to complex themes, including Jinas, Iqtibas, Saja', and Tauriyah. An inductive approach was adopted, where the material was structured around topics, objectives, examples, rules, and exercises. This method facilitates natural comprehension of the material and enhances interaction between students and instructors.

### Validity Assessment by Product Experts

To ensure the quality of the module, the researcher conducted a validity test involving several experts. The subject matter expert evaluated the accuracy and relevance of the module's content, yielding a high percentage that can be illustrated in the following diagram:

**Diagram 1.** Validity of Substance Experts



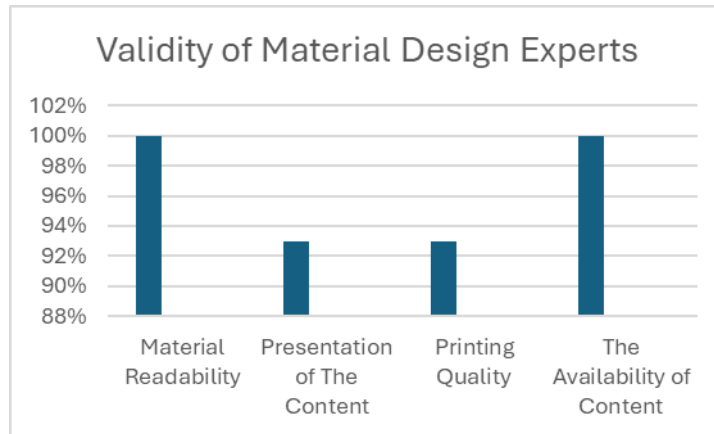
Regarding content accuracy, the module received a score of 93%, categorizing it as "Very Good" and indicating that no further refinement is



necessary. It scored 95% for content relevance, also rated as "Very Good," meaning no enhancements are required. Additionally, the evaluation of supplementary content quality resulted in a score of 95%, again rated as "Very Good," signifying that no further improvements are needed.

The subsequent evaluation was conducted by the material design expert, as illustrated below:

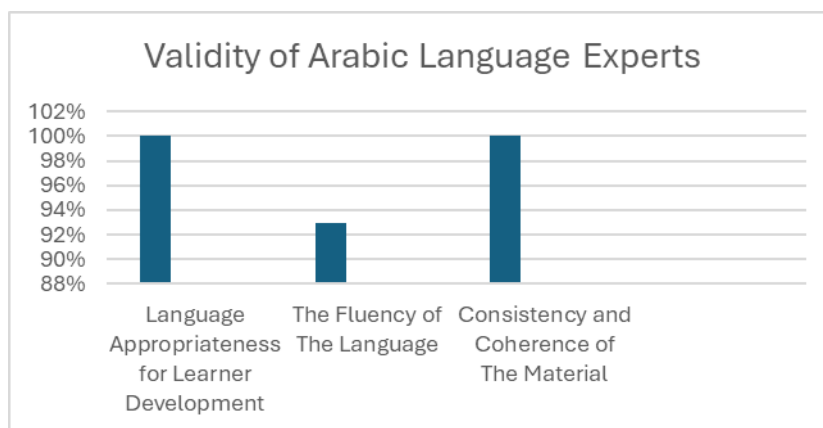
**Diagram 2.** Validity of Material Design Experts



Regarding material readability, the module scored 100%, receiving an "Excellent" rating, indicating that no further improvements are necessary. The presentation of the content in this educational book garnered a score of 93%, also rated as "Excellent," suggesting it is effectively organized and visually appealing. Additionally, the printing quality of the educational book received a score of 93%, similarly rated as "Excellent," meaning that it meets the required standards without needing enhancement. Lastly, content availability in the Badi rhetoric educational materials earned a perfect score of 100%, again rated as "Excellent," affirming its comprehensive coverage.

Subsequent evaluations were conducted by Arabic language experts, with results presented in the following diagram:

**Diagram 3.** Validity of Arabic Language Experts



Regarding language appropriateness for learner development, the module scored 100%, earning a "Very Good" rating, indicating no further refinement is required. The fluency of the language used received a score of 93%, categorized as "Good," suggesting that while the language is effective, there is room for minor adjustments. Furthermore, the consistency and coherence of opinions throughout the material received a perfect score of 100%, rated as "Good," confirming that the content is well-aligned and cohesive.

### **Product Testing**

The product testing was conducted in two phases: a small group and a large group. Seven students evaluated the module after two lecture sessions in the small group phase, yielding a 94% score, indicating that the module is ready for use. During the significant group phase, six meetings were held, encompassing lectures and assessments, where questionnaire results showed a score of 96% for the validity and effectiveness of the module.

The quantitative data presented in the graph reflects the results from the questionnaires completed by students in the small group. The researcher concluded that the book can be utilized with a score of 94%, signifying that it is very good and requires no modifications.

The questionnaire results from the previous graph demonstrate that the Badi rhetoric module is usable. Its 96% score indicates that it is excellent and requires no changes.

### **Product Revision**

Following the product testing of the Badi rhetoric module, the researcher identified the need for corrections and improvements based on the field trial results. The researcher is responsible for making final corrections to ensure the material is suitable for implementation, which involves expert editing. Evaluations from content, material design, and Arabic language experts indicate that the developed module possesses high quality and is appropriate for educational use. Nevertheless, each expert provided valuable feedback and suggestions for improvement, which the researcher recognized as crucial steps to enhance the final product's quality.

Comments from the subject matter expert included several essential points, such as the necessity to simplify Badi's rhetoric based on syawahid adabiyah to ensure accurate test results and a request to clarify the book's advantages. The subject matter expert also recommended adding a user guide and identified some linguistic errors that needed correction. In response to this feedback, the researcher made various revisions, including consolidating input on simplification and advantages, structuring the module into twelve organized chapters from simple to complex, and including a user guide for instructors. Furthermore, the researcher corrected identified language and morphological errors.



Material design experts provided feedback on the visual aspects of the module, including font adjustments, improvements to the cover to make it more appealing, and the placement of content on separate pages with clear markers. They also recommended adding color to the pages to enhance visual appeal. In the revisions, the researcher changed the font to Traditional Arabic, improved the cover, and organized the pages. Each section of the chapters was highlighted, and key terms in the analysis of Badi’s rhetoric were color-coded to attract the reader’s attention.

Arabic language experts also provided positive feedback regarding the language used in the module, which was deemed appropriate for university students. However, they suggested incorporating more literary terms to enrich the content. The researcher accepted this input and committed to enhancing such terminology in the final revision. With all the feedback from the experts, the researcher aimed to refine the Badi rhetoric module, ensuring that the final product maximally benefits students in the Arabic language program and enhances their understanding of Badi’s rhetoric.

**Implementation of Teaching Materials**

The R&D process culminated in the implementation of the developed teaching materials. These materials were applied to 97 students, representing 10% of the total student population in the Arabic Language Education Program. The implementation results indicated that the module significantly improved students’ understanding and appreciation of Badi’s rhetoric. Therefore, the development of Badi’s rhetoric teaching materials is expected to meet students’ academic needs and enhance the quality of instruction in Arabic literature.

This study aims to determine the impact of using Badi’s rhetoric teaching materials incorporating Syawahid Adabiyah on enhancing Tadzawauq Adaby among students. The data collection techniques employed in this research include tests and documentation. The following sections present data from each stage of the study:

**Validity Testing of Test Items**

The validity test of the test items is conducted to assess the validity of the test questions. In this study, the researcher utilized the product-moment correlation method, where an instrument is considered valid if the calculated r-value exceeds the table r-value. Validity testing was performed on ten students as respondents, with the results as follows:

**Table 1.** Results of Test Item Validity Testing

Question Number	r Table	r Calculated	Sig Value	Status of Item
1	0,632	0,953	0,000	Valid
2	0,632	0,889	0,001	Valid
3	0,632	0,722	0,18	Valid
4	0,632	0,669	0,34	Valid

5	0,632	0,722	0,18	Valid
6	0,632	0,669	0,34	Valid
7	0,632	0,889	0,001	Valid
8	0,632	0,953	0,000	Valid
9	0,632	0,722	0,18	Valid
10	0,632	0,669	0,34	Valid

Based on the validity test results, the calculated R-values for questions 1 through 10 were more significant than the table R-value (0.632), confirming that all items are valid.

### Reliability Testing of Test Items

This test was conducted to determine the reliability of the test instruments used. The researcher applied Cronbach's alpha method, with the criterion that an instrument is considered reliable if the reliability coefficient exceeds 0.60. SPSS software assisted in this calculation.

**Table 2.** Results of Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
.928	10

From the reliability testing results, the Cronbach's alpha value was found to be 0.928, which exceeds 0.60. Therefore, it can be concluded that the pre-test and post-test instruments used in this study are reliable.

### Descriptive Analysis

In this descriptive analysis, the data consists of the pretest and posttest results of students in the control and experimental classes studying Balaghah at UIN Sayyid Ali Rahmatullah Tulungagung. The descriptive analysis provides an overview of the impact of using Balaghah teaching materials, specifically Ilmu Badi' with Syawahid Adabiyah, to enhance students' Tadzawauq Adaby. The following presents the findings:

#### Description of Pretest Data for the Control Class

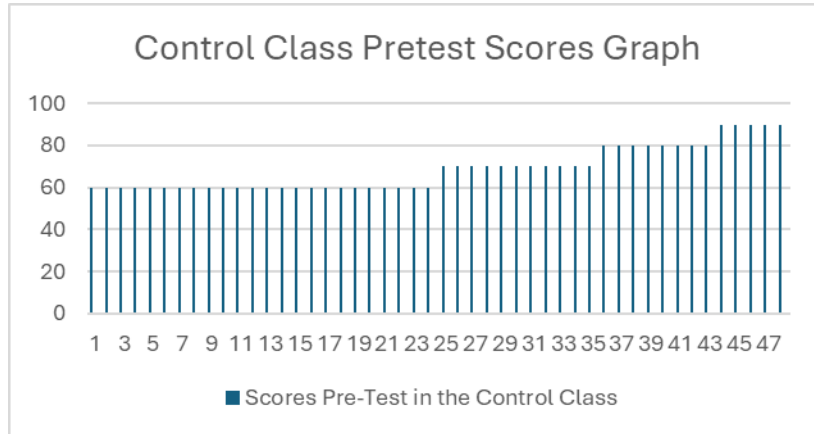
A pretest was administered to assess the initial capabilities of Balaghah learning among UIN Sayyid Ali Rahmatullah Tulungagung students. The results of the pretest in the control class are as follows:

**Table 3.** Frequency Distribution of Pretest Scores for the Control Class

Score	Frequency
60	24
70	11
80	8
90	5
Total	48

The frequency distribution of the pretest results for the control class can be illustrated in the following graph:

**Figure 1.** Frequency Distribution Graph of Pretest for the Control Class



The graph above shows that the pretest results show that 24 students scored 60, 11 scored 70, 8 scored 80, and 5 scored 90.

**Table 4.** Statistical Calculations for the Pretest

Statistical Calculations for the Pretest	
N	48
Skor Minimal	60
Skor Maksimal	90
Mean	68.75
Simpangan Baku	10.44

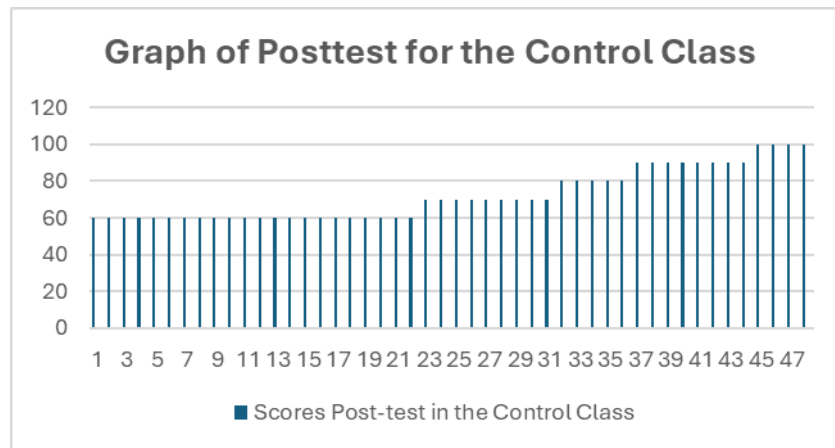
### Description of Posttest Data for the Control Class

The results of the posttest for the control class in Balaghah learning at UIN Sayyid Ali Rahmatullah Tulungagung are as follows:

**Table 5.** Frequency Distribution of Posttest Scores for the Control Class

Score	Frequency
60	22
70	9
80	5
90	8
100	4
<b>Total</b>	<b>48</b>

The frequency distribution of the posttest results for the control class can be depicted in the following graph:

**Figure 2.** Frequency Distribution Graph of Posttest for the Control Class

Based on the graph above, it can be summarized that in the posttest, 22 students scored 60, 9 scored 70, 5 scored 80, 8 scored 90, and 4 scored 100.

**Table 6.** Statistical Calculations for the post-test

Statistic	Value
N	48
Minimum Score	60
Maximum Score	100
Mean	72.29
Standard Deviation	14.02

### Description of Pretest Data for the Experimental Class

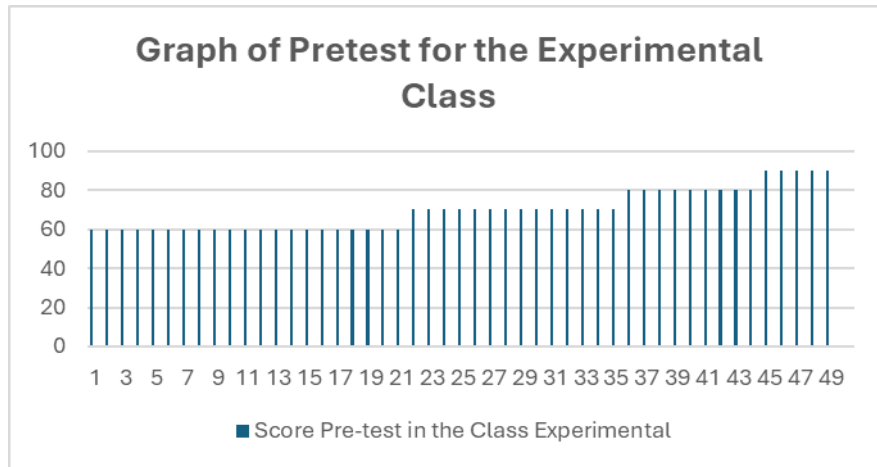
The results of the pretest for the experimental class, which utilized Balaghah Ilmu Badi's teaching materials with Syawahid Adabiyah to enhance Tadzawauq Adaby among PBA students at UIN Sayyid Ali Rahmatullah Tulungagung, are as follows:

**Table 7.** Frequency Distribution of Pretest Scores for the Experimental Class

Score	Frequency
60	21
70	14
80	9
90	5
Total	49

The frequency distribution of the pretest results for the experimental class can be illustrated in the following graph:

**Figure 3.** Frequency Distribution Graph of Pretest for the Experimental Class



Based on the graph above, 21 students scored 60, 14 scored 70, 9 scored 80, and 5 scored 90 on the pretest.

**Table 8.** Statistical Calculations for the Pretest

Statistic	Value
N	49
Minimum Score	60
Maximum Score	100
Mean	69.59
Standard Deviation	10.19

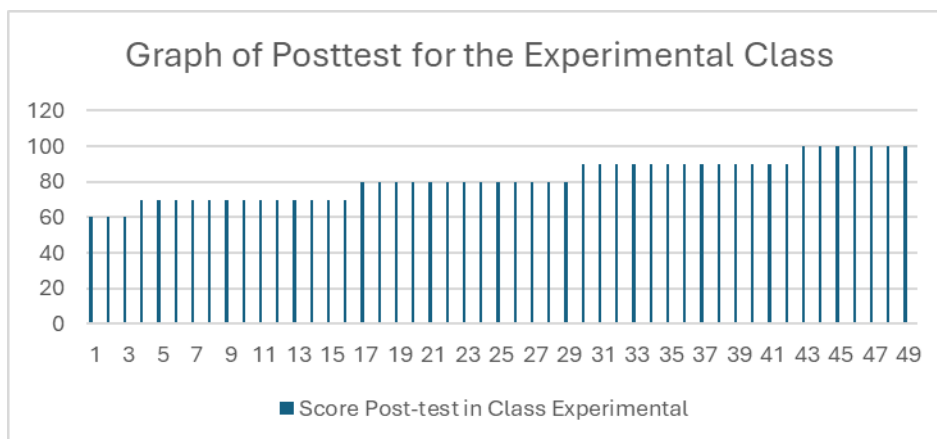
### Description of Posttest Data for the Experimental Class

The posttest results for the experimental class in Balaghah learning among PBA students at UIN Sayyid Ali Rahmatullah Tulungagung are as follows:

**Table 9.** Frequency Distribution of Posttest Scores for the Experimental Class

Score	Frequency
60	3
70	13
80	13
90	13
100	7
Total	49

The frequency distribution of the posttest results for the experimental class can be depicted in the following graph:

**Figure 4.** Frequency Distribution Graph of Posttest for the Experimental Class

Based on the graph above, it can be concluded that in the posttest, three students scored 60, 13 scored 70, 13 scored 80, 13 scored 90, and 7 scored 100.

**Table 10.** Statistical Calculations for the post-test

Statistic	Value
N	49
Minimum Score	60
Maximum Score	100
Mean	81.63
Standard Deviation	11.609

## Discussions

The discussion on the development and feasibility of Balaghah Ilmu Badi's teaching materials using syawahid adabiyah aims to improve tadzawuq adorably among students in the Arabic Language Education study program. The significant findings of this study indicate that this new approach to learning, which integrates syawahid adabiyah, not only improves students' understanding of the concepts of balaghah and badi', but also enriches their overall learning experience.

First, the research findings confirm that using syawahid adabiyah as a learning medium significantly impacts students' understanding. Through relevant literary text examples, students can directly observe the application of theory in a real-world context. This not only facilitates the understanding of complex concepts in the science of badi', but also increases their love and appreciation for the beauty of the Arabic language. In other words, students learn theoretically and are directly involved in analyzing and appreciating literary works.<sup>15</sup>

Furthermore, integrating these findings into the knowledge structure indicates that the teaching of balaghah badi' must be renewed to suit the needs of modern education. Often theoretical and lacking context, the traditional approach must be replaced with a more interactive and applicable one. This research

<sup>15</sup> Fadlil Munawwar Manshur, "Typical Literary Works of Pesantren on Righteousness Teaching within Cultural Transformation," *Journal of Social Studies Education Research* 11, no. 4 (2020), <https://jsser.org/index.php/jsser/article/view/2745>.



provides evidence that methods that prioritize real-world experiences, such as the analysis of literary texts, can serve as a bridge connecting theory and practice. In this case, this research contributes to developing a curriculum that is more responsive and relevant to student needs and the dynamics of the development of Arabic literature and language.

The new findings generated from this research also include modifying existing theories in teaching balaghah. In the previous literature, teaching the science of badi' often focused on theoretical aspects, such as definitions and rhetorical techniques. However, this research proposes that to improve tadzawuq adaby, it is important to prioritize a broader cultural and literary context. Thus, the theory on the teaching of balaghah can be modified to incorporate practical elements that focus on students' experiences in analyzing and appreciating literary works.<sup>16</sup>

The implications of these findings are highly significant, both theoretically and practically. Theoretically, this research strengthens the argument that higher education aims to develop academic skills, character, and cultural appreciation. Using syawahid adabiyah, students are trained to become passive observers and active players in literature. This aligns with the demands of the times, which require intellectually intelligent individuals sensitive to human & aesthetic values.

Applying the teaching materials developed in this research can potentially increase student engagement in learning. By integrating relevant literary texts, teaching becomes more exciting and contextual, which can reduce the boredom often experienced by students in monotonous learning.<sup>17</sup> Thus, students are expected to be more motivated to actively participate in learning in class discussions and text analysis activities.

Furthermore, this research opens up opportunities for further studies in developing teaching materials. The finding that syawahid adabiyah effectively enhances tadzawuq adaby can serve as a foundation for future research on applying other innovative learning modules.<sup>18</sup> This research emphasizes the importance of a holistic approach in teaching, where theory and practice complement each other to create a richer learning experience.

In addition, developing these teaching materials also has implications in a broader educational context. With the increase in tadzawuq adaby, it is hoped that students will not only be able to understand and analyze literary texts but also be

<sup>16</sup> Muhammad Afthon Ulin Nuha, "The Effectiveness of Using the SQ3R Method in Improving Maharah Qira'ah in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang," *Al-Tadris: Jurnal Pendidikan Bahasa Arab* 10, no. 2 (2022), <https://doi.org/10.21274/tadris.2022.10.2.278-303>.

<sup>17</sup> Sujit Kumar Basak, Marguerite Wotto, and Paul Bélanger, "E-Learning, M-Learning and D-Learning: Conceptual Definition and Comparative Analysis," *E-Learning and Digital Media* 15, no. 4 (2018): 191, <https://doi.org/10.1177/2042753018785180>.

<sup>18</sup> Musyafa'ah, "Assignment-Based Balaghah Learning Module Application to Increase Literary Appreciation."

able to produce quality written works. This will certainly support the development of more dynamic Arabic literature, as well as strengthen the cultural identity among students.<sup>19</sup>

Overall, this research has successfully demonstrated that the development of Balaghah Ilmu Badi' teaching materials using syawahid adabiyah is feasible to implement and significantly improves students' understanding and appreciation of Arabic language and literature. With a more contextual and interactive approach, it is hoped that students will be better prepared to face challenges in the academic and professional world and be more sensitive to the beauty of literature and culture. This research is an essential first step in creating innovations in teaching and learning in Arabic language education.

### **Effectiveness of Using Balaghah Ilmu Badi' Teaching Materials**

This discussion focuses on the effectiveness of utilizing Balaghah Ilmu Badi' teaching materials by leveraging syawahid adabiyah as a learning medium, aimed at enhancing tadzawuq adaby among students. The findings of this study provide new insights into a more contextual and varied learning approach, demonstrating positive impacts on students' abilities to analyze and appreciate the beauty of the Arabic language.

One significant finding of this research is the increased active participation of students during the learning process. Observations indicate that syawahid adabiyah successfully captures students' attention, encouraging them to engage more in discussions and text analyses. This contrasts sharply with the conditions before the intervention, where students tended to be passive and less enthusiastic in the badi' subject. Consequently, more contextual teaching materials enhance academic understanding and stimulate interest and involvement in literary studies.

Integrating these findings into the knowledge structure indicates that a context-based approach—specifically through syawahid adabiyah—can be categorized as an innovation in language and literature teaching methods. Many current learning approaches still rely on theories irrelevant to students' real-life experiences. This research shows that by linking theory with real examples from literary works, students grasp the theory and experience and appreciate the beauty of the language firsthand. This concept may be a reference for developing a more applicable Arabic language curriculum.<sup>20</sup>

<sup>19</sup> Ali Derakhshan and Associate Professor of Applied Linguistics, Department of English Language and Literature, Faculty of Humanities and Social Sciences, Golestan University, Gorgan, Iran, "Revisiting Research on Positive Psychology in Second and Foreign Language Education: Trends and Directions," *Language Related Research* 13, no. 5 (2022): 1–43, <https://doi.org/10.52547/LRR.13.5.2>.

<sup>20</sup> Muhammad Afthon Ulin Nuha and Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 203, <https://doi.org/10.31000/al-muyassar.v1i2.6488>.

Furthermore, the new findings from this research highlight the importance of developing teaching materials that focus not only on theory but also on practical and applicable aspects. Using *syawahid adabiyah* as a teaching aid in studying *badi'* allows students to directly observe the application of theory in literary works. This enriches students' perspectives and transforms their interaction with literary texts. Therefore, a modification in teaching theory demonstrates that integrating theory and practice can directly enhance students' analytical and appreciation competencies in literature.

The implications of these findings are extensive, both theoretically and practically. Theoretically, this research challenges the conventional view of teaching *balaghah*, which often gets trapped in theoretical explanations. By demonstrating that students exposed to contextual and applicable teaching materials possess better analytical skills, this research paves the way for the development of new theories in literary education. This new theory could be proposed as the "Integration of Language Skills Theory," emphasizing the importance of direct experiences in understanding and appreciating the beauty of language.<sup>21</sup>

Practically, these findings guide instructors and curriculum developers in designing more engaging and effective teaching materials. By applying an approach that prioritizes *syawahid adabiyah*, it is hoped that the study of *badi'* can become more dynamic and relevant to students' needs. Instructors can utilize various literary sources—both classical and contemporary—as *syawahid adabiyah* in their teaching, allowing students to connect with these texts on a deeper level.<sup>22</sup> This research also underscores the need for instructors to be trained in implementing innovative teaching methods.<sup>23</sup> Instructors must have skills in selecting and presenting appropriate *syawahid adabiyah* to create engaging learning experiences. Additionally, the effectiveness of the teaching materials should be evaluated continuously to ensure that these methods remain relevant and capable of meeting students' learning needs.

In higher education, developing *tadzawuq adaby* becomes a critical element of shaping students' characters to be sensitive to the beauty of language and literature. This impacts not only academic mastery but also character development

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<sup>21</sup> Muhammad Sya'dullah Fauzi, Adik Laila Fitri Nawangsari, and Moh. Faza Rosyada, "The Role of Language Acquisition Theory in Arabic Online Learning (Skinner's Behaviorism Perspective)," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 1 (2022): 75–86, <https://doi.org/10.22219/jiz.v5i1.19648>.

<sup>22</sup> Don Kuiken and Paul Sopčák, "Openness, Reflective Engagement, and Self-Altering Literary Reading," in *Handbook of Empirical Literary Studies*, ed. Donald Kuiken and Arthur M. Jacobs (De Gruyter, 2021), 305, <https://doi.org/10.1515/9783110645958-013>.

<sup>23</sup> Svitlana Rubtsova, "Linguistic Competence as an Important Component of Teaching Active Methods in Reading," *International Journal of Innovative Technologies in Social Science*, no. 1(29) (2021), [https://doi.org/10.31435/rsglobal\\_ijitss/30032021/7452](https://doi.org/10.31435/rsglobal_ijitss/30032021/7452).

and cultural sensitivity.<sup>24</sup> By enhancing *tadzawuq adaby*, students are expected to become more critical, creative individuals who can appreciate the human values embedded in literary works.

## Conclusion

This study demonstrates that the development of teaching materials for *Balaghah* and *Ilmu Badi'* using *Syawahid Adabiyah* is effective in enhancing students' literary appreciation (*tadzawuq adaby*) among students in the Arabic Language Education Program at UIN Sayyid Ali Rahmatullah Tulungagung. By integrating examples of literary texts, students not only grasp theoretical concepts but also develop the ability to analyze and appreciate the beauty of the Arabic language more deeply. The research findings indicate a significant improvement in students' analytical skills and literary appreciation and increased active participation in learning. However, this study has limitations that should be considered. Firstly, the sample size was relatively small, which may affect the generalizability of the findings. Additionally, the study was conducted in a single institution, which may limit the applicability of the results to other contexts or educational settings. Furthermore, relying on self-reported measures may introduce biases in assessing students' appreciation and engagement. Despite these limitations, this development of teaching materials not only meets students' academic needs but contributes to character-building and cultural sensitivity. This study positively advances Arabic language education and opens opportunities for further research into contextual and varied teaching materials.

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<sup>24</sup> Alfika Syafa Annida and Muhammad Afthon Ulin Nuha, "The Level of Anxiety of Speaking Arabic Students of Arabic Language Education Program In Practice of The *Khitobah* 1 Course," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 1 (2023), <https://tsaqofiya.iainponorogo.ac.id/index.php/tsaqofiya/article/view/230>.

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