DEVELOPMENT OF A BALAGHAH MODULE WITH INTERACTIVE ASSIGNMENTS: ENHANCING LITERARY APPRECIATION IN PESANTREN ENVIRONMENTS

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Article Info

Abstract

This study aims to enhance literary appreciation among Pondok Pesantren Adnan Al-Charis students through a Balaghah learning module. It evaluates the module's effectiveness in improving students' understanding and interest in literary materials, employing quantitative and qualitative methodologies, including surveys, interviews, and tests. Findings reveal that 85% of students report increased interest in learning Balaghah after using the module, with average test scores improving from 62 to 82, indicating significant gains in comprehension. Validation by education experts confirms the module's appropriate structure and methodology, while classroom observations show heightened student participation in discussions. Although there are critiques regarding disparities in achievement and technology access, this research underscores the module's potential as an innovative teaching model for Balaghah. Ultimately, this study contributes to developing effective teaching materials and fosters an interactive learning environment, aiming to cultivate students who appreciate the beauty of Arabic literature.

مستخلص البحث

تسعى هذه الدراسة إلى تعزيز تقدير الأدب لدى الطلاب في مدرسة أديان الشاريس من خلال نموذج تعليمي في علم البلاغة. تهدف الدراسة إلى تقييم فعالية هذا النموذج في تحسين فهم الطلاب واهتمامهم بالمحتويات الأدبية، باستخدام منهجيات كميّة ونوعيّة، بما في ذلك الاستبيانات والمقابلات والاختبارات. تشير النتائج إلى أن ٨٥٪ من الطلاب يعبرون عن زيادة اهتمامهم بتعلم البلاغة بعد استخدام النموذج، حيث تحسن متوسط درجات الاختبارات من ٦٢ إلى ٨٢، مما يدل على تحسن كبير في الفهم. تؤكد تقييمات الخبراء في التعليم على أن النموذج يمتلك هيكلاً ومنهجية مناسبة، بينما تظهر الملاحظات الصفية زيادة في مشاركة الطلاب في النقاشات. على الرغم من بعض الانتقادات المتعلقة بالفجوات في الإنجازات والوصول إلى التكنولوجيا، تؤكد هذه الدراسة على إمكانية النموذج كوسيلة تعليمية مبتكرة في تدريس البلاغة. في النهاية، تسهم هذه الدراسة في تطوير مواد تعليمية فعالة وتعزز بيئة تعلم تفاعلية، بهدف تنمية جيل من الطلاب الذين يقدرون جمال الأدب العربي.

Introduction

Education plays a crucial role in shaping individual character and capabilities.[1] As printed materials, educational modules are designed to support self-directed learning processes, providing structure and guidance in achieving established learning objectives.[2] In this context, learning models become an integral component that enhances the effectiveness of the educational process.[3] An appropriate learning model assists students in achieving the expected competencies and enables educators to identify students' strengths and weaknesses during the learning process.[4]

A critical objective in Balaghah education is to enhance literary appreciation. Literary appreciation is not merely the ability to understand texts but also involves evaluating beauty and delving into their meanings.[5] This ability is essential for developing a scientific mindset and sensitivity to art and beauty. In an increasingly modern world, where science and technology often take center stage, individuals need to recognize the aspects of art and culture, which are also integral to human civilization.[6]

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[1] Muhammad Afthon Ulin Nuha et al., "Synectic Learning Model to Improving Santri's Cognitive Ability in Balaghah Learning," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 148, https://doi.org/10.19105/ajpba.v4i2.8496; 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.

[2] Aliye Karabulut-Ilgu, Nadia Jaramillo Cherrez, and Charles T. Jahren, "A Systematic Review of Research on the Flipped Learning Method in Engineering Education," *British Journal of Educational Technology* 49, no. 3 (2018): 398–411, https://doi.org/10.1111/bjet.12548; Kj Chua and Mr Islam, "The Hybrid Project-Based Learning–Flipped Classroom: A Design Project Module Redesigned to Foster Learning and Engagement," *International Journal of Mechanical Engineering Education* 49, no. 4 (2021): 289–315, https://doi.org/10.1177/0306419019838335.

[3] Ghader Kurdi et al., "A Systematic Review of Automatic Question Generation for Educational Purposes," *International Journal of Artificial Intelligence in Education* 30, no. 1 (2020): 121–204, https://doi.org/10.1007/s40593-019-00186-y; 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): 278–303, https://doi.org/10.21274/tadris.2022.10.2.278-303.

[4] 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.

[5] Khaled Mostafa Karam, "Conscious Application of Creativity Dynamics as an Approach to the Formation and Appreciation of Literary Creativity," *Neohelicon* 48, no. 1 (2021): 313, https://doi.org/10.1007/s11059-020-00546-x; 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.

[6] Jim Anderson, "8 Visual Art in Arabic Foreign and Heritage Languageand- Culture Learning: Expanding the Scope for Meaning-Making," in *Liberating Language Education*, ed. Vally Lytra, Cristina Ros Í Solé, and James Anderson (Multilingual Matters, 2022), 165–85, https://doi.org/10.21832/9781788927956-012; Fadlil Manshur, "Typical Literary Works of Pesantren on Righteousness Teaching within Cultural Transformation," *Journal of Social Studies Education Research* 11, no. 4 (2020), https://www.learntechlib.org/p/218537/.

However, despite various teaching methods applied in Balaghah education, gaps still exist in its implementation. Many teachings become trapped in theoretical aspects and grammar rather than exploring Balaghah as an essential element in literary studies. This indicates a need for innovation in teaching to ensure that Balaghah education is not solely focused on technical aspects but also on developing profound literary appreciation. To support this assertion, several previous studies can serve as references. Research by Cahyono shows that the Articulation learning method effectively increases student interest in literature, but it needs to address Balaghah teaching explicitly.[7] Banitarfy's research explores Balaghah teaching but focuses more on the characteristics of teachers in Balaghah learning models.[8] Furthermore, Afthon's research investigates the use of Syawahid Adabiyah in Balaghah learning to enhance literary appreciation but places less emphasis on interactive assignments in Balaghah education.[9]

From these studies, it is evident that there needs to be more integration in profound Balaghah teaching. Therefore, this research aims to develop a Balaghah learning module focusing on interactive assignments. With this approach, students will understand the theory and experience and directly explore the beauty of literature. The developed module will enhance holistic literary appreciation, where students can analyze literary texts and apply Balaghah concepts in their works. This aims to develop students' abilities to evaluate and appreciate literary art while improving their practical communication skills.

This research is conducted at Pondok Pesantren Adnan Al-Charis, which has a strong tradition in Arabic language and literature education. This context provides a unique feature, considering the institution has a distinctive pedagogical approach focused on character development. Thus, this research contributes to academic aspects and students' character development through literary appreciation. The development of the Balaghah learning module with interactive assignments at Pondok Pesantren Adnan Al-Charis is expected to provide solutions to the challenges faced in Balaghah education today.

This interactive task-based learning module represents an innovative solution compared to other methods, such as E-learning or the Articulation method. While E-learning often tends to be static and less interactive, and the Articulation method can lead to a disconnect between theory and practice, this module integrates direct interaction elements that encourage students to actively

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[7] Machrup Eko Cahyono et al., "Articulation Methods to Increase Student Understanding in Balaghah Learning," *Studi Arab* 13, no. 2 (2022): 62–84, https://doi.org/10.35891/sa.v13i2.3918.

[8] Mahdi Mohammadzadeh Banitarfy and Hamid Mashhadi, "Qualitative Educational Implications of Nahj Al-Balaghah on Characteristics of Effective Teaching," *Nahjolbalagheh Research* 20, no. 2 (2021), https://www.nahjmagz.ir/article_141276_en.html.

[9] Muhammad Afthon Ulin Nuha et al., "Innovative Teaching Materials for Balaghah: Enhancing Literary Appreciation through Syawahid Adabiyah in Ilmu Badi'," *An Nabighoh* 26, no. 2 (2024): 231, https://doi.org/10.32332/an-nabighoh.v26i2.231-250.

engage in the learning process. The interactive tasks stimulate critical thinking and collaboration among students, enhancing their in-depth understanding of Balaghah concepts. The advantages of this module are expected to positively impact student learning outcomes by increasing their motivation and interest in the material and helping them apply the knowledge gained in real-world contexts. With an innovative and contextual approach, this research aspires to enhance literary appreciation among students, ensuring that they become critical readers and lovers of art and culture. Therefore, this research contributes to developing a more comprehensive and sustainable education aligned with broader educational objectives.

Method

This study employs a quantitative method with a research and development (R&D) approach.[10] The primary focus of the research is to measure the effectiveness of a Balaghah learning module based on assignment theory in enhancing literary appreciation among students. The research begins with collecting quantitative data to determine the student's understanding levels before and after the module's application. This data will be analyzed to test the hypothesis regarding the module's influence on students' learning outcomes.

The research procedure follows the Borg & Gall model, which consists of systematic steps.[11] First, the researcher conducts a needs assessment through a literature review and student needs analysis. Next, the researcher formulates learning objectives and designs the teaching steps for the module. After developing the assignment-based learning module, a field trial is conducted to collect student data. The results of this trial are then analyzed and used for improvement before proceeding to a broader experimental field test.

The population for this study consists of students at Pondok Pesantren Adnan Al-Charis, who are learners with a strong educational background in Arabic language and literature. Many have studied classical and contemporary literature and are keenly interested in developing their language skills. A purposive sampling technique is employed to select a representative group of 40 students to participate in testing the learning module. The criteria for sample selection include the students' levels of understanding and abilities in literature and Balaghah. Considering these characteristics, this technique is expected to provide an accurate depiction of the effectiveness of the developed module, as well as its relevance to the needs and interests of the students in mastering Balaghah material.

Data collection is conducted using several methods, including surveys and tests. Surveys are used to assess the module's effectiveness after implementation,

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[10] Hardani et al., *Metode Penelitian Kualitatif & Kuantitatif* (CV. Pustaka Ilmu, 2020).

[11] Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Tindakan)* (Bandung: Alfabeta, 2019).

with questions designed to evaluate changes in students' understanding and interest in literature. Additionally, pre-tests and post-tests are administered to quantitatively measure the improvement in students' learning outcomes. Data collection through surveys and tests aims to yield valid and reliable data.

The collected data will be analyzed using descriptive and inferential statistical analysis. Survey data will be analyzed quantitatively to measure the module's effectiveness. In contrast, pre-test and post-test results will be analyzed using t-tests to determine significant differences between scores before and after the module's application. This analysis aims to provide a clear understanding of the impact of the learning module on literary appreciation among students.

Result and Discussion
Characteristics of the Balaghah Learning Module

The Balaghah learning module developed in this study possesses several characteristics designed to enhance literary appreciation among students, particularly at Pondok Pesantren Adnan Al-Charis. The researcher employed a research and development (R&D) approach based on the Borg and Gall model in the module development process. The steps included needs analysis, instructional material design, expert validation, revision, field testing, and module refinement. Through this approach, the researcher aimed to produce a theoretical, practical, and relevant module to the educational context of the pesantren.

One of the main characteristics of this module is its focus on assignment-based methods that encourage students to engage in the learning process actively. This method is designed so that students are not merely recipients of information but active participants who can explore and apply their knowledge in broader contexts. In an interview with the head of Pondok Pesantren Adnan Al-Charis, he stated, "This module will help students understand the material more enjoyably and interactively, so they do not feel pressured while studying Balaghah." This indicates support from the management for the development of this innovative module.

Additionally, the learning module is equipped with various activities and assignments designed to stimulate critical thinking and creativity among students. For instance, students are asked to analyze specific literary texts and prepare reports on the linguistic styles used. These activities enhance students' understanding of the texts and teach them to appreciate the beauty of the Arabic language through literature. Validation from experts involved in the module development also indicated that the characteristics of this module align with the goals of Balaghah instruction, where students are expected to identify and deeply understand various literary elements.

Validation was conducted by involving several experts in Arabic language and literature. They were asked to provide feedback on the module's content,

methodology, and design. The validation results indicated that this module has excellent potential to enhance literary appreciation among students. Expert 1 emphasized that "this module not only teaches theory but also provides students with direct experience in understanding and experiencing the beauty of the language." This feedback served as an essential foundation for refining the module before its direct application in the classroom.

The module was implemented in classes over several months during the field testing. Students were given assignments related to Balaghah material and were expected to complete them creatively. Observations during the learning process showed that students became more active and enthusiastic in attending lessons. They understood the material and began to show a more profound interest in Arabic literature. This was evident from the increased participation of students in class discussions and their ability to interpret literary texts.

Student 1 expressed, "Since using this module, I find it easier to understand and enjoy literature. The assignments made me more creative in expressing my thoughts about the texts." This opinion reflects the positive impact of the developed learning module. Thus, this module is a learning resource and tool that facilitates a more profound and enjoyable learning process.

Another characteristic of this module is the use of technology in the learning process. The module includes supporting materials that can be accessed online, allowing students to learn outside class hours. This is especially important given the technological developments that influence students' learning.[12] With access to additional resources, students are expected to independently deepen their knowledge of Balaghah and Arabic literature. This aligns with modern educational goals that emphasize technology-based learning.

Overall, the characteristics of this Balaghah learning module demonstrate the researcher's commitment to creating an effective and relevant educational tool. Through interactive assignment methods, expert validation, and the application of technology, this module is expected to enhance literary appreciation among students. Research findings indicate that students using this module acquire theoretical knowledge and practical experiences that enrich their understanding of literature. Thus, this module can be regarded as a significant innovation in teaching Balaghah at pesantren and as a model that can be applied in other educational institutions.

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[12] Helen Crompton and Diane Burke, "Artificial Intelligence in Higher Education: The State of the Field," *International Journal of Educational Technology in Higher Education* 20, no. 1 (2023): 22, https://doi.org/10.1186/s41239-023-00392-8; Vian Ahmed and Alex Opoku, "Technology Supported Learning and Pedagogy in Times of Crisis: The Case of COVID-19 Pandemic," *Education and Information Technologies* 27, no. 1 (2022): 365–405, https://doi.org/10.1007/s10639-021-10706-w.

Picture 1. Contents of the Module

The picture above displays the structure of a task application for learning Arabic titled "تطبيق الوظيفة" which focuses on the application of skills in understanding vocabulary. It includes a column for "اسم الوظيفة" and "المؤشرات" that outline the criteria to be achieved, such as vocabulary comprehension and its application in sentences. The additional section on the right may provide guidance or methods for executing the task, illustrating a planned approach to enhancing vocabulary mastery within a broader learning context.

Picture 2. Contents of the Module

The image above shows a section titled "الأهداف التعليمية" which includes learning goals such as the ability to connect emotionally with literary texts and understand the techniques used in scholarly works. These objectives aim to guide students in understanding and appreciating literary texts.


Picture 3. Contents of the Module

The image is an example of an assignment question in the module, outlining the steps for a functional presentation in learning. These steps include asking questions, explaining the topic of "الجناس" discussing literary elements in the text, reading the assignment, and requesting student reflections.

Effectiveness of the Learning Module

Research on the effectiveness of the Balaghah learning module shows significant results in enhancing literary appreciation among students at Pondok Pesantren Adnan Al-Charis. The developed module aims to convey fundamental Balaghah theories and encourage students to apply their understanding in a broader scholarly context. The researcher utilized quantitative and qualitative research methods to evaluate this module's effectiveness, including data collection through surveys, interviews, and tests.

One of the primary instruments in this research was a survey administered to students after they used the module for a certain period. This survey measured several aspects, such as understanding of the material, motivation to learn, and interest in literature. The survey results show that 85% of students felt more interested in studying Balaghah after using this module. This reflects that the module's approach effectively captures students' attention and increases their interest in the material taught.
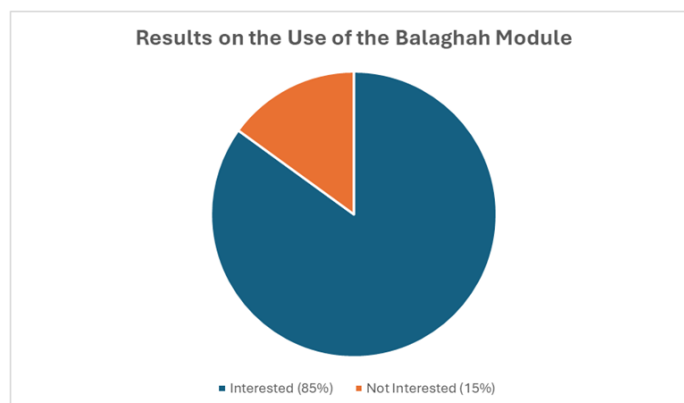
Graphic 1. Survey Results on the Use of the Balaghah Module

In one interview with student 2, he explained, "After using this module, I find it easier to understand the concepts in Balaghah. The assigned tasks make me more creative and able to see beauty in literary texts." This opinion indicates that the module enhances theoretical understanding and stimulates students' creativity in interpreting and exploring literary works. This shows that the module successfully achieves the expected learning outcomes.

Furthermore, to measure the module's effectiveness more objectively, the researcher conducted pre-tests and post-tests with students. The pre-test was administered before the module implementation, while the post-test was conducted after students completed all the material in the module. The analysis

results indicate a significant increase in students' average scores. Before using the module, the average score was 62; after the module implementation, the average score increased to 82. This increase is statistically significant, with a t-test value of 9.000, greater than the t-table value of 2.101, and a significance value of 0.000, less than the alpha level of 0.050. This indicates a clear difference in students' understanding of the material after using the module.

Table 1. Effectiveness of the Balaghah Module

Metric	Value
Average Score Before Using the Module	62
Average Score After Using the Module	82
t-test Value	9.000
Significance Value	0,000

Expert validation also contributed significantly to the evaluation of the module's effectiveness. In a consultation session, Expert 2, an expert in Arabic language education, stated, "This module has a good structure and methodology to enhance students' ability to understand Balaghah." This feedback confirms that the approaches used in the module align with the goals and needs of the expected learning process.

Additionally, observations during the learning process clearly show students' interactions with the material. During class, students appeared active in discussions and shared opinions about the literary texts they studied. This indicates that the module enhanced individual understanding and created a collaborative learning environment. In a separate interview, a teacher, Teacher 1, expressed, "I see significant changes in the students. They are more confident in speaking and discussing Balaghah. This module truly has a positive impact."

These research findings suggest that using the Balaghah learning module significantly enhances literary appreciation among students. Through innovative assignment methods, students learn theory and apply their knowledge in more practical contexts. Integrating technology in the module, such as access to online resources, also supports learning and allows students to study independently and flexibly.

With students' increased understanding and appreciation of literature, this module is expected to be a model for developing teaching materials in other educational institutions. This research proves that interactive and applicable educational approaches can significantly impact students' understanding. The researcher successfully demonstrated that the Balaghah learning module effectively achieves the desired educational objectives through comprehensive evaluation, including surveys, interviews, and tests.

Overall, this research benefits students and offers insights for educators regarding the importance of developing relevant and innovative teaching

materials. With this module, a generation of students who understand Balaghah theory and love and appreciate the beauty of Arabic literature will emerge. This research marks a preliminary step in the further development of literary education, aiming to create a more engaging and effective curriculum for students in the future.

Characteristics of the Balaghah Learning Module

The development of the Balaghah learning module based on assignment theory has significantly impacted education at Pondok Pesantren Adnan Al-Charis. However, like any other educational innovation, this module has faced varied perspectives from experts, presenting both support and criticism regarding its effectiveness and implementation. This discussion explores these viewpoints to understand the module's characteristics comprehensively.

From a supportive standpoint, many education and literature experts appreciate the interactive approach implemented in this module. Expert 3, an Arabic language expert, stated that "this module not only teaches theory but also provides practical experiences that enrich students' understanding." This reflects a belief that the assignment-based method encourages students to think critically and creatively. By involving students in activities that require analysis and interpretation of literary texts, the module enhances their academic understanding and fosters a love for literature. This is supported by classroom observations, where student participation in discussions has noticeably increased, indicating their enthusiasm for engaging in learning.

Conversely, some criticisms have emerged regarding using assignment methods as the primary approach in this module. Some experts argue that not all students possess the same abilities to complete creative and analytical tasks. Expert 4, an experienced educator, expressed that "this method may lead to disparities in student achievement, where more capable students excel while others may lag." This criticism underscores the importance of considering varying student capabilities when designing the learning module. Therefore, researchers should incorporate differentiation strategies to ensure all students benefit equally.

Another aspect of concern is the use of technology in the learning module. The module provides online access to supplementary materials, which many experts consider a positive step. Expert 5, an educational technology expert, stated, "Technology can enhance learning flexibility and allow students to explore further." Students can deepen their understanding beyond classroom hours with access to additional resources. This is particularly relevant in today's digital age, where students are more accustomed to technology-based learning environments.[13]

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[13] Matt Bower, "Technology-mediated Learning Theory," *British Journal of Educational Technology* 50, no. 3 (2019): 1035, https://doi.org/10.1111/bjet.12771.

Regarding module validation, the process involving experts in language and literature demonstrates the researchers' commitment to ensuring quality educational materials. However, some experts feel that validation based solely on a small group of experts can be limiting. Expert 2, an academic, argued that "validation should involve a broader range of stakeholders, including students and teachers who will use the module." This highlights the importance of incorporating diverse perspectives in the module development process to ensure the results are more comprehensive and relevant to real-world needs.

Despite the module's demonstrated effectiveness in enhancing literary appreciation, challenges still need to be addressed in its classroom application. Some teachers have expressed difficulty in consistently implementing the assignment methods. Teacher 2 noted that "applying this method requires more time than traditional methods." This indicates that while the module offers many advantages, time management and resource allocation challenges must also be addressed.

Overall, the discussion of the Balaghah learning module's characteristics reveals that while there is considerable support for its use, challenges and criticisms also need to be addressed. To maximize the module's effectiveness, researchers and educators must collaborate to formulate strategies considering various elements, including student abilities, technology access, and stakeholder involvement.[14] In doing so, the module can benefit not just a subset of students but can significantly contribute to improving the quality of literary education in pesantren and other educational institutions.

Effectiveness of the Balaghah Learning Module

Research on the effectiveness of the Balaghah learning module at Pondok Pesantren Adnan Al-Charis shows promising results, with a significant increase in literary appreciation among students. However, like any educational innovation, this module faces diverse perspectives from experts regarding its effectiveness and application. This discussion will explore these viewpoints to gain deeper insights into the module's impact.

From a supportive perspective, many education experts commend the interactive approach employed in the module. A frequently cited argument is that the assignment method encourages students to understand theory and apply their knowledge in authentic contexts. Expert 2, a language education expert, stated that "this module has a good structure and appropriate methodology to enhance students' understanding of Balaghah." This aligns with survey results indicating that 85% of students felt more motivated to learn after using this module. This

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[14] Uwoh Abdullah et al., "Curriculum Development To Improve Arabic Language Skill In The Institute Of Umul Qro Al-Islam (IUQI), Bogor And The Islamic Religious Institute Of Sahid (INAIS) Bogor," *International Journal Of Humanities Education and Social Sciences (IJHESS)* 1, no. 5 (2022), https://doi.org/10.55227/ijhess.v1i5.146.

suggests that the module captures students' attention and increases their interest in the subject matter.

Students interviewed also provided positive feedback. Expert 5, one of the students, expressed, "The assignments made me more creative and able to appreciate the beauty in literary texts." This indicates that the module impacts theoretical understanding and stimulates students' creativity in interpreting literary works. This approach fosters a more collaborative learning environment, where students feel more confident sharing opinions and engaging in discussions. Teacher 3, a teacher, emphasized that "students are now more active in class discussions, demonstrating their emotional engagement with the learning material."

However, there are criticisms related to using assignment methods as the primary approach in this module. Some experts argue that not all students possess the same abilities to complete creative and analytical tasks. Expert 6, an experienced educator, stated that "this method may lead to disparities in student achievement." This reflects concerns that higher-capacity students may excel while struggling students might feel pressured and left behind. Therefore, it is crucial to consider differentiation strategies in the module's use to ensure all students can benefit equally.

Another concern involves the use of technology in the learning module. The module includes access to supplementary online materials, which many experts view positively. Expert 5, an educational technology expert, noted that "technology use can enhance learning flexibility and allow students to explore more deeply." However, there are also concerns about the technological access gap among students, especially those from economically disadvantaged backgrounds.[15] Expert 5 highlighted that "technology use can exacerbate disparities among students without adequate support." This indicates that while technology can be a powerful educational tool, unequal access can hinder inclusive educational goals.

Regarding module validation, the process involving experts in language and literature reflects the researchers' commitment to ensuring quality educational materials. However, some experts feel that validation based solely on a small group of experts may be limited. Expert 7, an academic, argued that "validation should involve a broader range of stakeholders, including students and teachers who will use the module." This highlights the importance of incorporating diverse perspectives in the module development process to ensure results are comprehensive and relevant to actual needs in the field.

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[15] Joseline M. Santos and Rowell D.R. Castro, "Technological Pedagogical Content Knowledge (TPACK) in Action: Application of Learning in the Classroom by Pre-Service Teachers (PST)," *Social Sciences & Humanities Open* 3, no. 1 (2021): 100110, https://doi.org/10.1016/j.ssaho.2021.100110; Farid Rezaei Alikamar, Mohammadali Mojallal, and Jafar Ghahramani, "Designing and Validation of Curriculum Model of Medium Period Technological Competence," *Iranian Journal of Educational Sociology* 3, no. 4 (2020): 11–18, https://doi.org/10.52547/ijes.3.4.11.

Pre-tests and post-tests clearly show students' improvement in understanding and measuring effectiveness. However, some experts caution that test results only sometimes reflect deep understanding. Expert 8, an educator, stated that "assessment should encompass various aspects, including students' attitudes and social skills." This suggests a more holistic evaluation is necessary to provide a complete picture of the module's effectiveness.

Overall, the discussion of the effectiveness of the Balaghah learning module reveals that while considerable support exists for its application, challenges and criticisms also need to be addressed. To maximize the module's effectiveness, researchers and educators must collaborate to formulate strategies considering various elements, including student abilities, technology access, and stakeholder involvement.[16] In doing so, the module can benefit not just a portion of students but can significantly contribute to improving the quality of literary education in pesantren and other educational institutions.

Through comprehensive evaluation and support from various parties, this module is expected to be continually refined and adapted to meet diverse student needs. This will enhance students' understanding of Balaghah and foster a generation that appreciates and values the beauty of Arabic literature. This research represents an essential initial step in further developing literary education, aiming to create a more engaging and effective curriculum for students in the future.[17]

Conclusion

The research on the effectiveness of the Balaghah learning module at Pondok Pesantren Adnan Al-Charis demonstrates that this module significantly enhances literary appreciation among students. By employing an interactive assignment-based approach, students gain theoretical knowledge and are encouraged to apply their understanding in broader contexts through the analysis and interpretation of literary texts. Survey results indicate that 85% of students feel more motivated to learn. At the same time, pre-test and post-test comparisons reveal an average score increase from 62 to 82, indicating a positive change in material comprehension. Support from experts and classroom observations further suggest that this module successfully fosters a collaborative learning environment where students are more actively engaged in discussions and participatory activities. Despite criticisms regarding potential disparities in achievement and technological access, the findings affirm that the developed module can be an innovative model for teaching

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[16] Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 2 (2022): 417, https://doi.org/10.29240/jba.v6i2.5137.

[17] 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.

literature in other educational institutions. Overall, this study provides valuable insights for educators about creating relevant and creative teaching materials, emphasizing the importance of interactive approaches in enhancing students' interest and comprehension of Balaghah and Arabic literature. Consequently, this module is expected to contribute to forming a more critical, creative, and literature-loving generation of students.

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