

Development of a Case Method-Based *Balaghah* Learning Module: A Solution to Improve Students' Understanding of *Balaghah* Science

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Abstract: Development of a case method-based *Balaghah* learning module: a solution to improve students' understanding of *Balaghah* science. The development of technology in the world of education encourages the development of innovative learning media that can transform abstract materials into more concrete ones and encourage student involvement. **Objective:** The objective of this study is to develop a *Balaghah* learning module based on the case method that is feasible, practical, and effective to improve students' understanding of *Balaghah* science. **Method:** This study is a development research using the ADDIE development model. This study involved 76 students of the Arabic Language Education Study Program, Makassar State University, who were selected using a purposive sampling technique. Data collection techniques in this study include interviews, validation, observation for the implementation of learning, and *Balaghah* understanding tests. Data were analyzed quantitatively using descriptive statistics and inferential tests, and supported by qualitative analysis. **Findings:** Our research findings indicate that the developed case method-based *Balaghah* learning module is valid, practical, and effective in improving students' understanding of *Balaghah*. The feasibility of this case method-based *Balaghah* learning module is demonstrated through assessments by media experts (91%) and material experts (95%). The practicality of the case method-based *Balaghah* learning module is supported by lecturers' assessment (90%), small-scale trials (92%), and large-scale trials (91%). In addition, the effectiveness analysis using a quasi-experimental design produced a t-test of 5.18 and a significance value less than 0.05. Meanwhile, the effect size of ($d = 2.45$; $P < 0.05$) indicates a strong impact. **Conclusion:** The case method-based *Balaghah* learning module has proven effective in improving students' understanding of *Balaghah*. Integrating a case method-based approach into *Balaghah* teaching can be an innovative strategy for making learning more concrete, contextual, and meaningful.

Keywords: arabic, *balaghah*, case method, learning module.

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■ INTRODUCTION

Balaghah or Arabic Rhetoric is an essential aspect of learning Arabic, especially when

studying the structure of the language, its beauty, and meaning. Students who master *Balaghah* will easily understand how messages are conveyed

in Arabic, whether simply understanding the words or absorbing the beauty of rhetoric. One of the main areas of Arabic study is *Balaghah*, which is crucial for appreciating the elegance of the *Qur'an* and other ancient books (Alamin & Sopian, 2024; Idrus, 2024). Without *Balaghah*, their understanding of Arabic is incomplete (Rahmat et al., 2021). Students who understand *Balaghah* are also better prepared to understand the *Qur'an* (Amran & Rahmat, 2022).

However, learning *Balaghah* in an academic environment, especially for non-Arab students, often faces challenges in understanding abstract rhetorical concepts. Bahri et al. (2023) confirmed that learning the science of *Balaghah* among students often faces obstacles in understanding rhetorical concepts in depth, especially because the teaching materials used are still theoretical and less contextual. This aligns with Masdar's (2019) findings, which indicate that a primary impediment is the scarcity of relevant and practical teaching resources, resulting in *Balaghah* learning being predominantly theoretical and challenging for students to comprehend. Furthermore, access to contextual *Balaghah* learning resources remains extremely limited. This can certainly hinder personalized learning, despite the fact that personalized learning is considered to improve student understanding (Lestari, 2024). Based on this fact, innovative learning approaches are needed to facilitate student access to *Balaghah* learning materials that are contextualized to their daily lives (Rahman et al., 2024).

Previous research conducted focused the efforts to address students' low understanding of *Balaghah*, for example, by implementing teaching materials based on *Hadith Qudsi* texts (Bahri & Damhuri, 2023), assignment-based *Balaghah* modules (Musyafa'ah, 2021), and implementing digital learning media through e-learning (Rois, 2021). Despite these advances demonstrating a variety of formats and educational resources, they have not adequately met the requirement for contextual and practical *Balaghah* learning that

promotes student engagement. For instance, assignment-based modules sometimes prioritize following technical directives, which do not always require deep contemplation of linguistic aesthetics or the underlying meanings of the text. The *Hadith Qudsi*-based approach incorporates a religious aspect into education, although it does not expressly encourage pupils to autonomously and critically develop rhetorical meaning. Simultaneously, e-learning as a channel for content delivery is frequently passive, confined to the presentation of digital material devoid of reflective engagement or contextual examination. Moreover, the majority of these advances remain focused on a theoretical framework that emphasizes the memorization of terminology and concepts, rather than the application of *Balaghah* principles in the analysis of authentic texts.

One solution that is considered appropriate for this problem is to use a case method-based *Balaghah* learning module. The case method approach provides students with the opportunity to be involved in analyzing real problems that are relevant to the learning material, so that students can relate theory to practice (Alfan et al., 2025; Emawati & Noermanzah, 2023; Sobri et al., 2021). Case studies allow students to not only learn theoretically but also to understand and apply the concepts of *Balaghah* in real-world situations or more contextual texts (Amoretti, 2022; Fachruddin, 2024). By using a case-based *Balaghah* learning, this can facilitate students' higher-order thinking skills, such as critical thinking, creativity, and reflective thinking, which are important for constructing students' in-depth understanding of *Balaghah* (Burgess et al., 2021; Raza et al., 2020; Sa'diah, 2021; Wu et al., 2023).

The case-based learning approach has also been widely adopted in Asia and Europe across various other disciplines, for example, in general foreign language learning (Chen et al., 2022; Wang & Reinders, 2020) and in legal studies (Kim & Lee, 2021; Hidayah et al., 2024), where

it can help students understand complex legal contexts, construct rational arguments based on actual case studies, and develop a critical attitude in analyzing evidence. In the technology field, the case-based approach is widely used to evaluate ethical and technical issues in the development of digital innovations or software (Alani, 2020; Dewi & Rahayu, 2023). Furthermore, in the healthcare field, the case-based learning approach encourages students to bridge the gap between medical theoretical knowledge and clinical skills through simulations of challenging patient scenarios, thereby enhancing professional empathy and diagnostic precision (Cen et al., 2021; Sistermans, 2020). The success of this approach demonstrates that case-based learning is a meaningful and contextual learning solution for enhancing students' knowledge, both theoretically and practically.

Various previous studies have confirmed that implementing a case-based learning approach can address students' low understanding of *Balaghah*. For example, using a comparative method of Malay and Arabic rhetoric (Rahmat et al., 2021), a task-based *Balaghah* learning module (Musyafa'ah, 2021), the use of conventional textbooks (Utami, 2025), the application of *Quran*-based teaching materials (Rohman & Supriady, 2025), and the development of a *Balaghah* textbook based on the *Hadith Qudsi* (Bahri & Damhuri, 2023). Meanwhile, Rois (2021) explored the use of technology through e-learning media in teaching *Balaghah*. Although all of these approaches demonstrate efforts to make *Balaghah* learning more contextual, most still focus on reinforcing text-based content or presenting material with an informative approach, without providing an exploratory space that encourages students to play an active role in solving rhetorical problems critically. Task-based approaches, for example, place greater emphasis on completing procedural academic instructions. At the same time, e-learning generally focuses on accessibility and

digital content delivery, rather than deepening meaning through real-life situations.

The key distinguishing element of this research lies in the integration of the case study method, which focuses on problem-based learning within students' daily lives, and an in-depth analysis of complex rhetorical linguistic phenomena. The developed module not only presents the concept of *Balaghah* in descriptive form, but also designs real-life scenarios that allow students to analyze, discuss, and draw conclusions independently through social interaction and intellectual reflection. Another advantage of this approach is its ability to bridge theory and practice more significantly than previous approaches, as students are exposed to the dynamics of contextual language meaning, rather than simply memorizing rhetorical terms. Based on this background, this study seeks to fill the gap in previous research by focusing on the development of a *Balaghah* learning module that adheres to the principles of meaningful learning.

This study aims to produce a case study-based *Balaghah* learning module to improve students' understanding of *Balaghah* that is feasible, practical, and effective. The module development process was systematically developed with an in-depth needs analysis, ensuring easy comprehension of the abstract and theoretical *Balaghah* material. Furthermore, this module is designed with easy-to-understand language and contextual case studies, allowing students to flexibly learn the material. The results of this development research are expected not only to broaden the insights of researchers and education practitioners into the topic but also to serve as a basis for further research in broader *Balaghah* instruction in the classroom.

■ METHOD

Research Design and Procedures

This research used the Research and Development (R&D) method. The R&D method is a research approach used to develop a learning

product through systematic stages or procedures (Marpaung et al., 2024). This project aims to construct a *Balaghah* learning module based on the case study approach to improve students' grasp of the science of *Balaghah*. The development approach followed the ADDIE

(Analyze, Design, Develop, Implement, Evaluate) development model (See Figure 1). This model was chosen because it was regarded as adequate for the development goals of this module and used simple basic phases, even for beginners (Pribadi, 2009; Sugihartini & Yudiana, 2018).

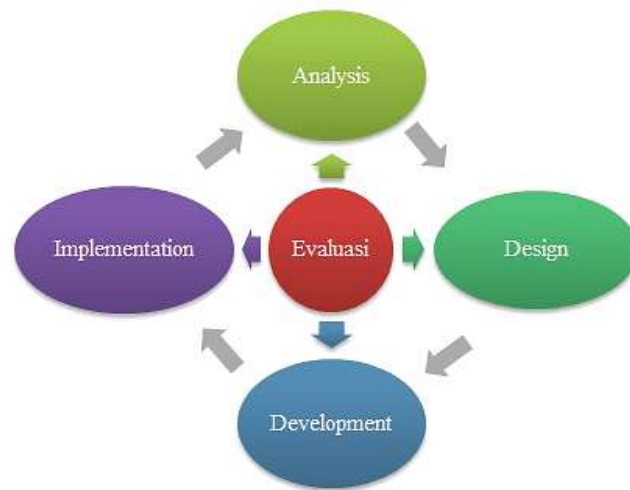


Figure 1. ADDIE development model procedure

Analysis

The analysis phase was conducted to identify the need for developing a *Balaghah* learning module at the university level. The analysis included students' difficulties in understanding abstract and theoretical *Balaghah* concepts, as well as the tendency for learning methods to remain lecturer-centered (teacher-centered). Information obtained through interviews and learning observations indicated the need to develop a case-based module that is contextual and actively engages students in analyzing linguistic phenomena from *Quranic* and *Hadith* texts.

Design

The design phase involved designing the structure and storyboard of the *Balaghah* learning module, oriented toward case analysis. This design included a) module visualization in the form of a draft layout, b) developing a case format

containing quotations from verses or *Hadith* containing elements of *Balaghah* for student analysis, and c) designing case study-based learning instructions involving observation, identification, interpretation, and reflection. The case method-based *Balaghah* learning module is designed by considering aspects of readability, content navigation, and integration of evaluative features at the end of each learning activity.

Development

The *Balaghah* module development stage was based on the initial design results from the previous stage. The material in this module covers practical aspects of *Balaghah*, such as an introduction to the variety of *Balaghah*, stylistic analysis, and contextual meaning in Arabic texts. Each learning activity is complemented by actual case examples and student analytical worksheets. The evaluation in this module is also carefully structured according to the established learning

outcomes. This is to ensure that students are able to master the *Balaghah* content well. The initial results of the *Balaghah* module development were validated by two experts, namely a material expert and an instructional media expert. Aspects assessed by the material expert were the accuracy of the *Balaghah* content, completeness of material coverage, logical sequence of presentation, relevance of the material to learning objectives, and suitability of case studies to the *Balaghah* topic. Meanwhile, aspects assessed by the instructional media expert were the consistency of page layout and design, readability of text and typography, clarity of visuals and supporting illustrations, clarity of case presentation and analysis instructions, and suitability of the design to student characteristics.

Implementation

In the product implementation phase, a limited trial was first conducted with 15 students in the Arabic Language Education study program at Makassar State University to obtain input and criticism as a basis for revisions to user assessments, ensuring the resulting product was truly feasible and practical for widespread implementation. This study collaborated with *Balaghah* lecturers to observe student responses regarding the ease of understanding the module material and classroom learning activities. Data for this stage was obtained through observation and in-depth interviews with both students and lecturers.

Based on the data from the limited trial, feedback was obtained for the product. Further revisions were made if necessary. However, if no revisions were needed, the product was ready for a broad trial with 61 students divided into an experimental and a control class. The experimental group was given treatment using the case-based *Balaghah* module. In contrast, the control group used the typical learning method used in that class, namely the expository method

using a textbook. Prior to the experiment, both groups were given a pre-test to ensure their initial understanding of the material was equal. After the learning procedure was completed, a post-test was administered.

The learning process in the experimental class consists of three main stages. The first stage is the introductory activity, which begins with apperception and a brief conversation to help students become familiar with the *Balaghah* material studied. The second stage is the core activity, which involves students presenting a case, followed by group discussions, developing solutions, presentations, and evaluations. Students were asked to analyze the case individually or in groups, engage in discussion, and present their findings in the class forum. The third stage is the closing activity, which includes learning reflection, clarification of the analysis results, feedback from the lecturer, and joint conclusions regarding the *Balaghah* concepts learned.

Evaluation

In this stage, final revisions are made to the case study-based *Balaghah* learning module that has been implemented in large groups. Revisions are based on input obtained from student responses via questionnaires, observations during the learning process, and interviews with the lecturer.

Participant

This research was conducted in the Arabic Language Education Study Program at Makassar State University, involving fourth-semester students in the 2024/2025 academic year. A total of 76 students participated, divided into two groups. In the small-scale trial, 15 students were selected purposively. Meanwhile, in the large-scale trial, 61 students were involved and divided into two groups: an experimental group using a case-based module, and a control group receiving

conventional learning using a plain text module. Sample selection in the large-scale trial was based on existing class divisions (intact group). All participants had completed prerequisite courses in Arabic linguistics, thus having a relatively equivalent level of prior knowledge in *Balaghah* studies.

Instruments

Interview guidelines, observation sheets, *Balaghah* comprehension tests, and questionnaires were used as research instruments to collect relevant data in the development and implementation of the case-based *Balaghah* learning module. Interviews were conducted to identify *Balaghah* learning needs, explore challenges faced by lecturers and students in understanding classical *Balaghah* concepts, and highlight the practicality of the developed module. The interview guidelines included questions regarding the content readability, the appropriateness of the cases presented in the module, and the module's impact on student engagement and understanding during the learning process.

Observations were conducted to gain a direct view of the learning dynamics using the module. Structured non-participant observation

methods were used to document the module's implementation in class, focusing on student activities during case analysis, engagement in discussions, and interactions between students and lecturers. These observations also documented the extent to which the module encouraged critical thinking in understanding *Balaghah* phenomena through a contextual approach. Questionnaires were used to collect data on student responses to the module, including aspects of content, presentation, and ease of completing case-based assignments. Furthermore, questionnaires were used in the needs analysis and expert validation process. A needs analysis questionnaire was administered to lecturers and students to identify gaps between available open materials and actual needs in *Balaghah* learning. Meanwhile, instrument validation was conducted with material and media experts to assess the quality of the content, systematics, and suitability of the module design for the case study learning approach. The results of all these questionnaires were used as a basis for module refinement before its widespread implementation. Tables 1 and 2 present the test instrument grid to measure students' understanding of *Balaghah*, expert assessment, and user assessment.

Table 1. *Balaghah* comprehension test instrument grid

No	Indicators of <i>Balaghah</i> Understanding	Material/Sub-material	Cognitive Level (Bloom)
1	Explain the definition and scope of <i>Balaghah</i>	Definition of <i>Balaghah</i> , branches of <i>Balaghah</i> (<i>Ilm al-Ma'ani</i> , <i>Badi'</i> , <i>Bayan</i>)	C1 (Remembering)
2	Identify elements of linguistic beauty in Arabic texts	Elements of rhetorical style, linguistic beauty in classical texts	C2 (Understanding)
3	Classify types of rhetorical style (<i>uslub</i>) used in a text	Types of <i>uslub</i> in <i>Ilm al-Bayan</i> and <i>Badi'</i>	C2 (Understanding)
4	Apply <i>Balaghah</i> concepts to determine appropriate style in given contexts	Application of <i>Ilm al-Ma'ani</i> , <i>Badi'</i> , <i>Bayan</i> in examples	C3 (Applying)
5	Analyze verses or Arabic texts to identify <i>Balaghah</i> elements	Analysis of <i>Qur'anic</i> verses or classical Arabic poetry	C4 (Analyzing)

Table 2. Research instrument grid

Type of Instrument	Assessment Indicator	Number of Items
Material Expert	Accuracy of <i>Balaghah</i> content	2
	Completeness of material coverage	2
	Logical sequence of presentation	2
	Relevance of material to learning objectives	2
	Appropriateness of case studies with <i>Balaghah</i> topics	2
Total Items		10
Media Expert	Layout and page design consistency	3
	Text readability and typography	3
	Clarity of visuals and supporting illustrations	3
	Clarity of case presentation and analysis instructions	3
	Suitability of design with student characteristics	3
Total Items		15
Lecturer Response	Effectiveness of the module in classroom learning	3
	Time efficiency and learning goal achievement	3
	Ease of implementation in instructional settings	3
	Relevance of the case-based approach to course characteristics	3
Total Items		12
Student Response	Active participation in learning activities	3
	Understanding of <i>Balaghah</i> through case analysis	2
	Relevance of cases to the learning context	3
	Ease of following instructions and completing tasks	3
Total Items		11

All research instruments were tested for validity and reliability to ensure the accuracy and consistency of the data obtained. Validity testing was conducted to assess the extent to which the instrument measured the aspects it was intended to measure. In this study, instrument validity was tested using Karl Pearson's product-moment correlation coefficient (Sugiyono, 2021). Meanwhile, instrument reliability was tested using Cronbach's Alpha formula to determine the level of internal consistency, particularly for the multiple-choice *Balaghah* comprehension test instrument. An instrument is considered reliable if the reliability coefficient value is ≥ 0.70 (Pandey & Pandey, 2021).

Data Analysis

The data analysis technique in this study used a quantitative and qualitative descriptive approach. Quantitative analysis was used to process validation data from material experts, media experts, and lecturers, as well as student responses to the *Balaghah* learning module developed. All comments and suggestions from validators and users were explained qualitatively through descriptive analysis to obtain a more in-depth picture of the module's advantages and disadvantages. Data obtained from the questionnaire were processed to calculate an average score for each aspect, then analyzed using a Likert scale. The assessment results

in numerical form were converted into percentages.

Module Feasibility

The feasibility analysis of the *Balaghah* learning module was conducted through expert validation by media and material experts. This validation aimed to assess whether the developed module met the expected quality standards. The aspects assessed by the media experts were consistency of page layout and design, legibility of fonts and layout, clarity of visuals and supporting illustrations, clarity of case presentation and analysis instructions, and suitability to student characteristics. Meanwhile, the aspects assessed by the material experts were accuracy of the *Balaghah* content, completeness of material coverage, logical sequence of presentation, relevance of the material to learning outcomes, and appropriateness of the cases to the *Balaghah* topic being analyzed. The assessment results were converted into percentages and then adjusted according to the feasibility category developed by Riduwan (2011), as presented in Table 2.

Table 2. Feasibility criteria

No.	Interval	Category
1	81% - 100%	Very Eligible
2	61% - 80%	Eligible
3	41% - 60%	Quite Eligible
4	21% - 40%	Less Eligible
5	0% - 20%	Not Eligible

Practicality Analysis

Practicality analysis was conducted based on student and lecturer responses. Lecturer response assessment indicators included the effectiveness of module use in learning, time efficiency and goal achievement, ease of implementation in class, and the suitability of the case study approach to the character of the course. Meanwhile, student response assessment indicators included active involvement in learning activities, understanding of *Balaghah* material

through case analysis, the suitability of the case to the learning context, and ease of following instructions and completing assignments. The assessment results were converted into percentages and then adjusted to the eligibility category developed by Riduwan (2011) as presented in Table 3 below.

Table 3. Practicality category

No.	Interval	Category
1	81% - 100%	Very Practical
2	61% - 80%	Practical
3	41% - 60%	Quite Practical
4	21% - 40%	Less Practical
5	0% - 20%	Not Practical

Effectiveness Analysis

The effectiveness of the case study-based *Balaghah* learning module was measured using a pre-test post-test control group design to identify significant differences between the experimental group using the case study-based *Balaghah* learning module and the control group using plain text teaching materials with a lecture approach.. Prior to hypothesis testing, prerequisites were conducted, including normality and homogeneity tests. The normality test aims to determine whether the samples taken come from a normally distributed population (Creswell & Creswell, 2022). The normality test used the Kolmogorov-Smirnov test with Lilliefors Significance Correction at the 5% significance level. The homogeneity test used the Bartlett test with the chi-square statistic. The goal was to ensure that both sample groups had similar initial abilities.

Hypothesis testing was conducted using an independent t-test to compare post-test results between the control and experimental groups. Furthermore, to strengthen the interpretation of the results, an effect size analysis developed by Cohen (1988) was conducted, which measures the extent to which the learning module impacts practical *Balaghah* comprehension. This effect

size value helps demonstrate the strength of the treatment's impact in a real-world learning context, regardless of its statistical significance.

■ RESULT AND DISCUSSION

The design of the *Balaghah* learning module based on the case method was carried out based on the results of identifying students' needs in understanding the science of *Balaghah*, which is often considered difficult. The results of the development of this module are in the form of a case method-based module that links *Balaghah* theory with examples of Arabic texts from authentic sources, such as the *Qur'an*, *Hadith*, and Arabic literary works. This learning module is designed with an interesting and easy-to-understand theme to increase student involvement in the learning process. The presentation of *Balaghah* science material equipped with case study examples is expected to make it easier for students to understand complex concepts. By using a case method-based approach, students not only learn theory but also how to apply it in a more real context, which can improve their analytical skills and deepen their understanding of the material being taught. In addition, the interesting presentation method in this module

aims to activate student involvement more optimally, which in turn contributes to their better learning outcomes.

This case method-based *Balaghah* learning module has several innovative features, namely: (1) The material contained in the module covers the main concepts in *Balaghah*, such as *bayan* science (*al-Tasybih*, *al-Majaz*, *al-Kinayah*) with relevant case examples. (2) Module design that facilitates the delivery of material by combining theory and real examples that are relevant to students' lives. (3) The learning components in this module are designed to introduce text analysis using the case method approach. (4) Stimulus designed to increase student involvement, in the form of practice questions and case-based discussions. (5) This module can be used individually or in groups, with support from lecturers or independently by students. The results of the development of this module are expected to be an effective alternative in *Balaghah* learning, with a more applicable and contextual presentation of material. Figures 2 and 3 below present the appearance and characteristics of the *Balaghah* learning module based on case studies that have been developed.

<p>BERBASIS CASE METHOD</p> <p>سلسلة من علم البلاغة</p> <p>علم البيان</p> <p>ILMU BAYAN</p> <p>Dr. Fatkhul Ulum, Lc., M.A 2024</p>	<p>DAFTAR ISI</p> <p>KATA PENGANTAR2</p> <p>DAFTAR ISI4</p> <p>PETA KONSEP ILMU BALAGHAH5</p> <p>BAB I: Fashāḥah Dan Balāḡah6</p> <p>A. Fashāḥah6</p> <p>a. Definisi Fashāḥah Menurut Etimologi6</p> <p>b. Definisi Fashāḥah Menurut Terminologi7</p> <p>c. Macam-macam Fashāḥah7</p> <p>1. Fashāḥah al-Kalimah (kata)7</p> <p>2. Fashāḥah al-Kalām (kalimat)8</p> <p>3. Fashāḥah al-Mutakallim (Pembicara)10</p> <p>B. Balāḡah11</p> <p>a. Definisi Fashāḥah Menurut Etimologi11</p> <p>b. Definisi Fashāḥah Menurut Terminologi11</p> <p>c. Unsur-unsur Balāḡah11</p> <p>d. Perbedaan Fashāḥah dengan Balāḡah12</p> <p>e. Sejarah Perkembangan Ilmu Balāḡah13</p> <p>Latihan dan analisis masalah (Case Method)16</p> <p>BAB II: Ilmu Al-Bayān18</p> <p>A. Definisi Al-Bayān18</p> <p>1. Al-Bayān Menurut Etimologi18</p> <p>2. Al-Bayān Menurut Terminologi19</p> <p>B. Topik Bahasan Ilmu al-Bayān19</p>	<p>1. Al-Tasybih21</p> <p>A- Al-Musyabbah Dan Al-Musyabbah Bih22</p> <p>Latihan dan analisis masalah (Case Method)30</p> <p>B- Adlir Al-Tasybih (ادلير التثبيہ)35</p> <p>C- Wajhu Al-Syubuh38</p> <p>D- Maksud Dan Tujuan Tasybih (مراض التثبيہ)40</p> <p>E- Jenis-Jenis Al-Tasybih49</p> <p>Latihan dan analisis masalah (Case Method)50</p> <p>2. Al-Majaz56</p> <p>a. Al-Majaz dan al-Haqiqah (المجاز والحقیقة)56</p> <p>b. Jenis-jenis al-Majaz57</p> <p>1) Majaz lughawi57</p> <p>- Majaz lughawi57</p> <p>Latihan dan analisis masalah (Case Method)59</p> <p>- Al-Majaz al-Mursal66</p> <p>2) Majaz 'ajali70</p> <p>Latihan dan analisis masalah (Case Method)71</p> <p>3. Al-Kinayah72</p> <p>- Definisi Al-Kinayah72</p> <p>- Macam-macam al-Kinayah73</p> <p>1) Kinayah Shajah73</p> <p>2) Kinayah Maushaf76</p> <p>3) 3-Kinayah Nisbah77</p> <p>Latihan dan analisis masalah (Case Method)80</p> <p>DAFTAR PUSTAKA92</p>
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Figure 2. Cover and table of contents of the module

BAB I
FASHĀḤAH DAN BALĀGHAH

Pertemuan ke-1
Capaian : Setelah mengikuti perkuliahan ini diharapkan mahasiswa mengetahui: Definisi *fashāḥah*, Macam-macam *fashāḥah* : *fashāḥah al-kalimat* (kata), *fashāḥah al-kalām* (kalimat), *fashāḥah al-Mutakallim* (Pembicara).

Definisi Balāghah
A. FASHĀḤAH
a. Definisi Fashāḥah Menurut Etimologi
Menurut etimologi *fashāḥah* berarti jelas, terang dan gamblang. Sebagaimana firman Allah swt. dalam al-Qur'an yang mengisahkan pernyataan nabi Musa tentang nabi Harun:
(وَإِذْ هَارُونَ قَالَ أَتَدْرِي مَا كُنْتُ قَائِلًا بِمَا ظَنَنْتُ أَنَّكَ تُقَالُ)
"Dan saudaraku Harun, dia lebih jelas perkataannya dibandingkan aku" (QS. al-Qashash: 34)
Kata "قَالَ" pada ayat di atas berarti "lebih jelas cara berfikir dan bertutur kata". Makna tersebut juga diungkapkan Rasulullah dalam sabdanya:
قَالَ الْقَصْحُ مَنْ نَطَقَ بِالْحَقِّ
"Saya orang yang paling fasih (jelas/terang) dalam mengucapkan huruf "dhot"."

b. Definisi Fashāḥah Menurut Terminologi
Secara terminologi *fashāḥah* berarti lafaz yang jelas, terang maknanya, mudah dipahami dan sering dipergunakan para penyair dan penulis. Ia bernilai indah dan bagus ketika dibaca dan didengar. Standar untuk menilai baik atau buruk, lancar atau tidak lancarnya pengucapan suatu kata adalah *ad-dzauq as-salīm* (taste of language) para penyair dan penulis. Hal itu terbentuk berkat keseringan mendengar, menulis dan merangkai kata-kata.

Latihan:

jawablah pertanyaan berikut ini:

1. jelaskan definisi *fashāḥah* menurut etimologi dan terminologi
2. sebutkan macam-macam *fashāḥah*?
3. Kapankah suatu kata dikatakan *fashīh*?
4. kapankah suatu kalam dikatakan *fashīh*?
5. kapankah mutakallim dikatakan *fashīh*?
6. jelaskan definisi *balāghah* menurut etimologi dan terminologi
7. jelaskan dengan ringkas unsur-unsur *balāghah*
8. jelaskan perbedaan antara *fashāḥah* dan *balāghah*
9. jelaskan dengan singkat sejarah perkembangan Ilmu *Balāghah*
10. siapakah yang pertama kali menulis buku terkait ilmu *bayān*, ilmu *ma'ani* dan ilmu *badi'*?

Analisis Masalah

Setelah kalian mengetahui tentang ilmu balaghah, diskusikanlah dengan kelompokmu tentang perbedaan ilmu balaghah dan ilmu nahwu serta ilmu sharaf yang sudah kalian pelajari pada semester sebelumnya, dan perjelas perbedaan tersebut dengan contoh-contolnya.

16

Figure 3. Case analysis materials and activities

The results of the *Balaghah* learning needs analysis indicated that students struggled in understanding *Balaghah* concepts, particularly in the context of their application in classical texts. Based on classroom observations, interviews with students and lecturers, and a *Balaghah* learning needs analysis questionnaire, it was concluded that *Balaghah* learning requires a more meaningful and contextual approach. Therefore, further innovative activities are needed, namely the development of a *Balaghah* learning module based on the case method.

The case method learning approach was chosen for developing this module because it can facilitate students' theoretical understanding through contextual activities, through actual cases found in their daily lives. Furthermore, learning using this approach encourages students to actively engage in case analysis through group discussions, thus fostering collaboration and higher-order thinking skills (Burgess et al., 2021; Raza et al., 2020; Wu et al., 2023). This case-

based learning approach aligns with the constructivist theory developed by Vygotsky and Piaget, which emphasizes that learning should provide ample (yet controlled) space for students to construct their understanding through social interaction (Kohn, 2020; Quoc & Van, 2023; Song et al., 2023; Szabó & Csépes, 2023). This assertion is also supported by the findings of Utami (2025), who found that students' understanding of the *Quranic* text can be improved through the application of contextual learning.

The feasibility of the case-based *Balaghah* module was assessed by subject matter experts and media experts. This assessment is crucial to ensure that the developed *Balaghah* learning module meets established quality standards. Aspects assessed by the subject matter experts include the accuracy of the *Balaghah* content, the comprehensiveness of the material coverage, the logic of the material delivery, the relevance of the material to the learning objectives, and the

suitability of the case study to the *Balaghah* topic. Meanwhile, the aspects assessed by learning media experts are the consistency of page layout and design, readability of text and typography, clarity of visuals and supporting illustrations, clarity of presentation instructions and case analysis, and suitability of the design to student characteristics.

The assessment was conducted using an ordinal scale questionnaire, requiring experts to give a score between 1 and 4 for each aspect evaluated. They were also asked to provide

comments and suggestions for module improvement before further testing. This validation process was carried out continuously, and the module was revised based on expert input until it met the eligibility criteria. Based on the expert validation results (See Table 4), the average media validity percentage was 91% and the material validity reached 95%. These results indicate that the developed module was deemed highly feasible, despite several suggestions for improvement from the validators.

Table 4. Validation analysis results

No.	Validator	Percentage	Category
1	Media Expert	91.67%	Very Eligible
2	Material Expert	90.00%	Very Eligible

This case-based module was developed systematically, taking into account readability, logistical structure, and integration evaluation at the end of each section. Each case is structured to represent a specific *Balaghah* concept and is linked to the social and cultural context of the source text. Thus, students not only understand the theoretical definition but also analyze its meaning and impact on communication. Validation results by material and media experts indicate that the developed module meets both criteria and is categorized as very suitable, both in terms of material quality and media aspects. The suitability of this learning module is greatly influenced by the extent to which it meets students' learning needs and the quality of the materials and media used. This also corresponds with statements by Fakhurriana (2023), Hidayati et al. (2022), and Logan et al. (2021), who claimed that a learning module is regarded as suitable if it delivers relevant, systematic, and student-specific content, supported by engaging and easy-to-use media. The designed module must be able to handle classroom learning obstacles, assist in the attainment of learning objectives, and stimulate active student participation.

Furthermore, the module's applicability is seen in its adaptation to various levels of

Balaghah. Students with a poor level of knowledge can easily follow the program with the help of relevant and straightforward examples. Meanwhile, for more experienced students, the case study method presents challenges to explore the book more extensively and enhance their grasp of *Balaghah*. This aligns with the idea of personalized learning, which suggests that students with lower abilities can achieve learning goals similar to those with higher abilities if instruction is tailored to their needs (Hukom et al., 2023; Sulistyowati et al., 2024). This module also encourages meaningful learning, stimulates classroom debates, and increases active student engagement (Bayona & Durán, 2024; Jaenudin & Melati, 2022). This is reinforced by data demonstrating that presenting content based on problems or case studies can enrich students' learning experiences and increase their memory of complicated concepts (Amerstorfer et al., 2021; Major et al., 2021; Puri, 2022). This module also enables lecturers to facilitate learning with a reflective approach, where students are not only recipients of knowledge but also seekers and constructors of meaning.

The practicality of this learning module is measured based on the responses of lecturers and students after the module trial was conducted.

The results of the trial were obtained by involving teachers as the main users and students in small and large groups. Based on the results of the practicality analysis (See Table 5), from the results of the trial data analysis by teachers, a percentage of 90% was obtained, which indicates that lecturers consider this module very practical and easy to use in the learning process. In addition,

based on the analysis of trial data by small and large groups, a percentage of 92% was obtained for small groups and 91% for large groups, indicating that students feel this module is very practical and easy to follow. These results indicate that the *Balaghah* learning module, based on the case method that was developed, is included in the very practical category.

Table 5. Results of practicality analysis

No	Evaluator	Percentage	Category
1	Lecturer Response	91.67%	Very Practical
2	Small-Scale Student Response	93.18%	Very Practical
3	Large Scale Student Response	90.90%	Very Practical

The module's high practicality score reflects active student engagement during the learning process. Students found the module's instructions easy to understand, the selected cases relevant, and the discussion activities motivating. This active participation directly contributed to improved learning outcomes. This finding supports the literature that the practicality of a module has a strong correlation with engagement and retention (Van Dulmen, 2023).

The effectiveness analysis begins by grouping data from the results of the assessment of students' abilities in understanding the science of *Balaghah*, which is divided into two groups,

namely the experimental group using a case method-based learning module and the control group using conventional teaching materials. The results of the descriptive statistical analysis of students' understanding can be seen in Table 6 below. In the control group, the mean pre-test was ($M = 56.41$; $SD = 8.19$) and the mean post-test was ($M = 69.40$; $SD = 7.10$). While in the experimental group, the mean pre-test was ($M = 53.20$; $SD = 7.83$) and the mean post-test was ($M = 87.72$; $SD = 7.31$). A visualization of the comparison of the average pre-test and post-test scores between the experimental and control groups can also be seen in Figure 4 below.

Table 6. Descriptive analysis

Group	N	Mean		SD	
		Pre-test	Post-test	Pre-test	Post-test
Experiment	31	53.20	87.72	7.83	7.31
Control	30	56.41	69.40	8.19	7.10

Before conducting the hypothesis test, a normality and homogeneity test was first conducted. The normality test was conducted to determine whether the data came from a normally distributed population. Based on the Kolmogorov-Smirnov test with Lilliefors significance correction at a significance level of 5%, the significance values of the pre-test and

post-test data in the experimental and control groups were all greater than 0.05. This indicates that the data in both groups were normally distributed. Meanwhile, a homogeneity test was conducted using the Bartlett test. The test results showed a chi-square significance value greater than 0.05, so it can be concluded that the data from both groups have homogeneous variance.

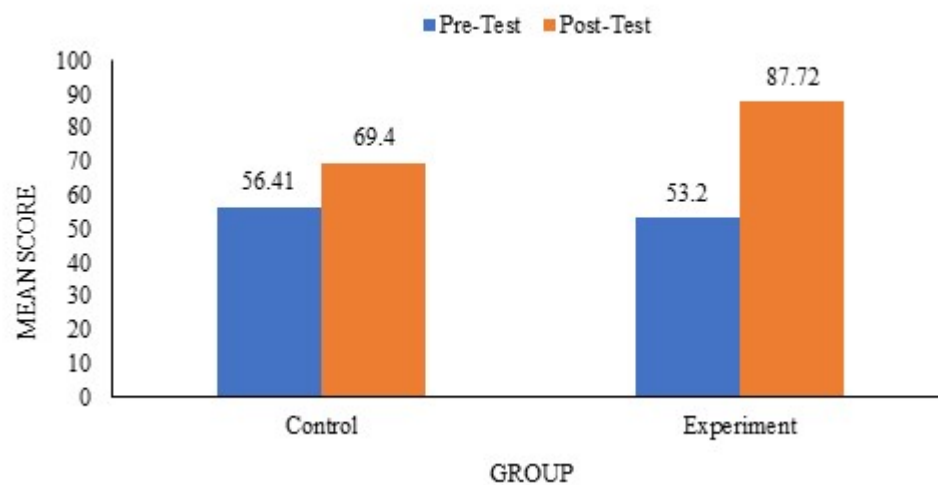


Figure 4. Comparison of mean pre-test and post-test scores between the experimental and control groups

Thus, the data meet the assumptions for further parametric testing, namely the t-test to determine significant differences between the experimental and control groups. The results of the independent sample t-test analysis (See Table 7) show a t-count value = 5.18 with a Sig. value (2-tailed) of $0.00 < 0.05$, which means H_0 is rejected. These

results indicate that there is a statistically significant difference in students' understanding of *Balaghah* between the control group and the experimental group between the experimental group. It can be concluded that the use of the *Balaghah* learning module is effective in improving students' understanding.

Table 7. Results of the Independent Samples t-test for the post-test

Group	N	Mean	SD	df	2-Tail		Decision
					t	Sig.	
Experiment	31	87.72	7.31	59	5.18	0.00	Reject H_0
Control	30	69.40	7.10				

We also evaluated the effect size to determine the extent of the impact of the case study module on students' understanding of *Balaghah*. The computation was made using Cohen's d, which examines the difference in post-test averages between the experimental and control groups and the combined standard deviation of both groups. The effect size analysis yielded a Cohen's d value of 2.45, considered a strong effect (Cohen, 1988). Therefore, it can be concluded that the implementation of a case-based *Balaghah* module on students' understanding of *Balaghah* has a strong impact compared to conventional learning.

One of the advantages of implementing a case-based *Balaghah* learning module is its ability to connect abstract material with students' real-life experiences (Sisternans, 2020). This finding aligns with previous research, which found that the case-based learning approach is effective because it connects theory and practice (Lyons & Bandura, 2019; Raza et al., 2020). Furthermore, these results align with research in other fields, such as law (Hidayah et al., 2024), health (Cen et al., 2021; Sisternans, 2020), and science and technology (Alani, 2020; Dewi & Rahayu, 2023). Various findings in this field confirm that the application of learning by utilizing

actual cases has been proven to help students understand complex and abstract concepts.

The key contribution of this developed module is the construction of a learning resource that stresses not only conceptual knowledge but also the application and critical evaluation of language occurrences in ancient Arabic texts. This program can be a novel alternative in *Balaghah* learning, which has historically been regarded as theoretical and less relevant. The successful implementation of the module illustrates that integrating a case-based approach into linguistic studies enables students to build stronger analytical skills, be culturally aware, and be relevant to their academic goals. This also underlines the importance of modernizing learning methods in Islamic studies to better correspond with the demands of the times and the characteristics of 21st-century learners.

■ CONCLUSION

The results of this study reveal that the developed *Balaghah* learning module based on the case approach proved feasible, practical, and effective in increasing students' understanding of *Balaghah*. Validation by material and media specialists demonstrated good feasibility, while the practicality test revealed a positive reaction from students, evident in their active engagement during the learning process. The effectiveness test findings demonstrated a significant difference between the experimental and control groups, with an effect size value in the strong category, indicating that the produced *Balaghah* learning module had a strong influence. These data demonstrate that the usage of the *Balaghah* module based on the case method proved helpful in improving students' understanding of *Balaghah*. Integrating a case-based approach into *Balaghah* teaching can be a creative way to make learning more tangible, contextual, and meaningful.

However, this study has several limitations. First, the relatively short duration of the

intervention allows for short-term understanding but does not guarantee long-term knowledge retention. Second, a delayed post-test was not conducted to measure the stability of understanding after the intervention. Third, the possibility of the Hawthorne effect, where students' performance improves simply because they feel cared for or observed during the intervention, cannot be eliminated. Therefore, to strengthen and develop these findings, future research is recommended to develop similar modules for other courses with similar, more specific characteristics, such as *Bayan*, *Ma'ani*, and *Badi'*, with a broader range of cases and a longer intervention duration. Furthermore, further research can evaluate the sustainability of understanding through long-term testing, as well as integrating various types of texts, including political speeches and modern literary works, to make the scope of *Balaghah* analysis more relevant to the current context.

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