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Enhancing Literary Appreciation Through Badi' Teaching Materials Based on Adabiyah Syawahid for Arabic Literature Students in Indonesia and Brunei Darussalam

Introduction

One of the challenges in Arabic language education in Indonesia is the quality gap between urban and rural areas¹. Urban areas often have better facilities, qualified teachers, and up-to-date curricula, while rural areas face limitations and deficiencies. This disparity can weaken Indonesia's educational competitiveness on a global and international scale. The Programme for International Student Assessment (PISA) scores reflect this issue, showing that Indonesian students are about 100 points behind the average scores of students from OECD countries, indicating that Indonesian education lags by approximately 2.5 years behind OECD countries².

To bridge this gap, efforts must be made to balance education in Indonesia with that of other countries. The researchers chose Brunei Darussalam as a data collection subject due to its similarities with Indonesia, such as a majority of Muslim population and diverse cultures and languages. Similar issues in Arabic language education, such

¹ Noza Aflisia, "Teaching Balaghah for the Purpose of Appreciation of Al-Quran Language," *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 2 (2021): 156–72.

² SFN Fitri, "Problematika Kualitas Pendidikan Di Indonesia," *Jurnal Pendidikan Tambusai*, Query date: 2022-10-24 14:43:00 (2021), <https://www.jptam.org/index.php/jptam/article/view/1148>.

as low student interest and motivation and often irrelevant curricula, were also identified in Brunei Darussalam³.

One approach to improve the quality of education is through enhancing the components of education itself, such as teaching materials⁴. Teachers need to keep up with developments by updating curricula through varied teaching materials, creating a comfortable learning environment, and paying attention to students' progress to optimize learning.

Higher education in Arabic literature aims to encourage students to analyze and interpret literary texts within historical and social contexts, broadening their understanding of the complex dynamics in the Arab world and global contexts⁵. To achieve and optimize these goals, particularly in the field of Badi' studies, students should master the basics of literary appreciation. Literary appreciation is the primary and essential goal of teaching rhetorical styles⁶. It plays a central role in shaping students' character and cultural sensitivity. Students with good literary appreciation skills tend to be more open to human values, creativity, and understanding the complexities in each literary work. Specifically, literary appreciation in Badi' studies involves a deep understanding of literary elements and an appreciation for literary works⁷.

Therefore, the urgency of this research is the development of Badi' teaching materials aimed at stimulating students' interest in understanding and appreciating literature more deeply. This development aligns with the increasingly dynamic nature of Arabic literature, utilizing literary works as Adabiyah Syawahid in teaching materials, thus providing students in Indonesia and Brunei Darussalam with opportunities to explore and appreciate Arabic literature to the fullest. This initiative is a preliminary application of Adabiyah Syawahid before further research in Arab countries⁸.

³ U 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)..." *International Journal of...*, Query date: 2022-09-14 13:08:22 (2022), <http://ijhess.com/index.php/ijhess/article/view/146>.

⁴ MY Salam, "Pengembangan Materi Ajar Bahasa Arab Terpadu Berbasis Tema Di Mts Thawalib Padang Panjang," *Lughawiyah: Journal of Arabic Education and...*, Query date: 2022-06-28 07:01:00 (2019), <https://ojs.iainbatusangkar.ac.id/ojs/index.php/lughawiyah/article/view/1577>.

⁵ MK Anwari, *Sastra Arab Dan Tantangan Kontemporer (Perspektif Karya, Sejarah Dan Media)*, Query date: 2024-01-23 20:05:57 (digilib.uin-suka.ac.id, 2022), <https://digilib.uin-suka.ac.id/id/eprint/55812/>.

⁶ AM Albantani, "Metode Pembelajaran Sastra Arab," *Alfaz (Arabic Literatures for Academic Zealots...*, Query date: 2024-01-23 20:08:54 (2018), <https://jurnal.uinbanten.ac.id/index.php/alfaz/article/view/711>.

⁷ R Yulistiawan and NH Setyaningsih, "Kelayakan Novel Anak Rantau Karya Ahmad Fuadi Sebagai Bahan Ajar Apresiasi Sastra," *DWIJA CENDEKIA: Jurnal Riset...*, Query date: 2024-01-23 20:08:54 (2019), <https://jurnal.uns.ac.id/jdc/article/view/34536>.

⁸ ME Cahyono et al., "Articulation Methods to Increase Student Understanding in Balaghah Learning," *Studi...*, Query date: 2023-08-02 14:47:50 (2022), <https://www.jurnal.yudharta.ac.id/v2/index.php/studi-arab/article/view/3918>.

The approach used in this research is a quantitative method with a simplified R&D design based on the Borg and Gall model, which includes six steps: needs analysis for teaching materials development, planning and drafting of materials, validation by Badi' experts, field testing, material revision, and refinement of Badi' materials as teaching materials⁹.

This approach aims to maximize the teaching of Arabic literature at the higher education level by developing Badi' teaching materials based on Adabiyah Syawahid. It is also expected to be a progressive step in enhancing literary appreciation among students in Indonesia and Brunei Darussalam. Through this holistic approach, integrating theory, practice, and empirical experiences from Arabic literature experts in Indonesia and Brunei Darussalam, these teaching materials are expected to meet the primary educational goals of Badi' studies, namely literary appreciation, and to cultivate students who are more intelligent, cultured, and sensitive to the beauty of literature in its various forms.

Method Research Procedure

This research uses a quantitative approach with the Research and Development (R&D) methodology. The researcher chose the Borg & Gall model as the development model, due to its simplicity and ease of application¹⁰. The simplified Borg & Gall research model procedure consists of six steps, which are described along with the research team responsible for their implementation.

Data Collection Techniques

1. Observation: The researcher directly observed the learning process of Badi' science in the Indonesian and Brunei Darussalam Arab Literature study programs.
2. Test: The researcher took the test scores of the target students through product trial tests.
3. Questionnaire: The researcher distributed a teaching material assessment questionnaire as a validation material to the experts.

Data Validity and Reliability Techniques

In the implementation of data processing activities, the researcher used the services of an external data processing and analysis team whereas the third member of the research team was responsible for accommodation and coordination of the process.

⁹ AZ Fitri and N Haryanti, *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed Method, Dan Research and Development*, Query date: 2022-06-28 07:10:18 (repo.uinsatu.ac.id, 2020), <http://repo.uinsatu.ac.id/23533/>.

¹⁰ EW Winarni, *Teori Dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R & D*, Query date: 2022-11-18 17:36:26 (books.google.com, 2021), <https://books.google.com/books?hl=en&lr=&id=Fx-0mEAAAQBAJ&oi=fnd&pg=PA152&dq=problem+based+learning&ots=XRl3gA--0L&sig=av17D-cw3J9tKageYpBy3MNIig7Q>.

1. Data Validity

To determine the validity of the items, this study used the Pearson product moment correlation formula assisted by the SPSS program by correlating the score of each item with the total score¹¹.

2. Data Reliability

The instrument reliability test used the Cronbach Alpha method with the help of SPSS. Only the valid items were tested for reliability¹².

Data Analysis Techniques

This study uses descriptive statistical analysis to describe the data and inferential statistics. Prerequisite tests, such as the normality test, are used to ensure that the data is suitable for use. Descriptive analysis is used to describe the collected data. Hypothesis testing uses the T-Test to compare the average test scores before and after the treatment on student literary appreciation.

Results and Discussion

Results

Developing Badi' Teaching Materials Based on Adabiyah Syawahid to Enhance Literary Appreciation Among Arabic Literature Students in Indonesia and Brunei Darussalam

The researchers followed a simplified R&D method using the Borg and Gall model, which involved six steps: needs analysis, development planning, product drafting, product revision, field testing, and material refinement.

A. Needs Analysis

The first stage of the study called "needs analysis" aimed to clarify teaching objectives, forming the basis for performance and learning outcomes assessment¹³. The steps taken to conduct the study included:

¹¹ A Subagyo, *Aplikasi Metode Riset: Praktik Penelitian Kualitatif, Kuantitatif, Dan Mix Methods*, Query date: 2022-06-28 07:10:18 (books.google.com, 2020), <https://books.google.com/books?hl=en&lr=&id=AtbtDwAAQBAJ&oi=fnd&pg=PR1&dq=metode+penelitian&ots=GFIkgoHSeI&sig=-NYsiNpJqrHRQBpeva0RjJBLzJlU>.

¹² RW Daniar Paramita, N Rizal, and RB Sulistyan, "Metode Penelitian Kuantitatif Edisi 3," Query date: 2022-06-28 07:10:18 (2021), <http://repository.stiewidyagamalumajang.ac.id/1073/1/Ebook%20Metode%20Penelitian%20Edisi%203.pdf>.

¹³ A Kusumastuti, AM Khoiron, and TA Achmadi, *Metode Penelitian Kuantitatif*, Query date: 2022-06-28 07:10:18 (books.google.com, 2020), <https://books.google.com/books?hl=en&lr=&id=Zw8REAAAQBAJ&oi=fnd&pg=PP1&dq=metode+penelitian&ots=fehFuzEqCj&sig=cv1i-KUjpfEfvaLo-Zszq0bCkz74>.

First, reviewing course books: Researchers reviewed the Balaghah textbooks used in Arabic language departments in Indonesia and Brunei Darussalam. They found that Balaghah instructors used various references, such as "Al-Balaghah Al-Muyassaroh", "Jauharul Maknun", and "Uqudul Juman". However, students lacked specific books for the course and studied Balaghah without structured exercises, crucial for enhancing their understanding.

Second, interviews with Balaghah Instructors: Researchers interviewed Balaghah instructors to gather information on suitable Balaghah books that meet students' needs and effectively enhance their literary appreciation. The results indicated a demand for more appropriate and effective teaching materials.

Third, interviews with Students: Researchers also interviewed students regarding the Balaghah books used in their learning. Students expressed a need for a specific, easily understandable Balaghah book that provides clear and comprehensive explanations of Arabic rhetorical styles.

Fourth, curriculum review: Researchers reviewed curriculum documents for Balaghah teaching in Arabic language departments in Indonesia and Brunei Darussalam. Observations revealed that the curriculum documents (RPS) lacked detailed Balaghah content, leaving teaching methods and materials to individual instructors. Student learning outcomes varied, with only a few achieving excellent grades, most receiving good or fair grades, and some scoring poorly. Based on field observations and interview results, the researchers concluded that the Balaghah course needed planning, development, and refinement.

B. Material Development Planning

Researchers developed the plan and content concept for Badi' teaching materials by considering the curriculum and essential elements in material preparation. These elements involved setting basic competency standards, specific objectives, material organization, material presentation, learning component materials, and the chapters to be included in the teaching materials, all based on adabiyah syawahid¹⁴.

The theory of adabiyah syawahid was used as the foundation for developing materials to enhance literary appreciation, tailored to university students' needs. The material was designed in a sequence that progresses from easier to more complex topics, and from small parts to overall complexity. The detailed themes are as follows: 1) First Theme: Jinas; 2) Second Theme: Saja'; 3) Third Theme: Muwazanah; 4) Fourth Theme: Tadhmin; 5) Fifth Theme: Iqtibas; 6) Sixth Theme: Iltifat; 7) Seventh Theme: Istikhdam; 8) Eighth Theme: Musyakalah; 9) Ninth Theme: Tauriyah; 10) Tenth Theme: Thibaq; 11) Eleventh Theme: Muqobalah; 12) Twelfth Theme: Mubalaghah.

¹⁴ MA Setiawan, "Pengembangan Materi Ajar Secara 3D Augmented Reality Untuk Pengajaran Berbicara Bahasa Arab," *Tarling: Journal of Language Education*, Query date: 2022-11-26 10:45:43 (2019), <http://ejournal.uinsaiizu.ac.id/index.php/tarling/article/view/3357>.

Researchers believe that this structured material will address issues in learning Balaghah due to several advantages: 1) Clearly stating teaching objectives to clarify intended goals; 2) Providing simple examples with meaningful wisdom; 3) Including notes on Balaghah related to the examples given; 4) Presenting Balaghah rules derived from the provided examples; 5) Offering adequate exercises and applications aligned with teaching objectives.

1. Material Preparation

Researchers prepared Badi' teaching materials based on adabiyah syawahid according to the aforementioned plan. The detailed process can be described as follows:

- Approach Used

The Balaghah material was developed using an inductive approach, considering: theme topics, theme objectives, examples, research, rules, and exercises. This approach aligns with the natural way of thinking to gather information, starting from details and building up to a complete understanding through interrelations among details¹⁵. The benefits of this approach include¹⁶: 1) Ease of implementation in the learning-teaching process; 2) High comprehensibility for learners as it matches their thinking process in acquiring new information; 3) Encouragement of active learning; 4) Meaningful presentation of information based on analysis and relationships leading to Balaghah rules; 5) Enhancement of students' ability to apply Balaghah rules to gain various skills; 6) Improved interaction between students and teachers, leading to enhanced language skills; 7) Activation of students' minds towards Balaghah rules.

- Teaching Objectives

A distinctive feature of the developed Balaghah book is the specification of teaching objectives at the beginning of each theme. Researchers deemed it important to state these objectives to direct and focus education on the core of the theme. Stating the objectives also clarifies the relationship between examples, Balaghah notes, rules, and exercises¹⁷.

- Provided Examples

The examples in the developed book are simple in structure and meaning, both in the material and exercises, which helps learners facilitate their understanding. The number of examples varies by theme and is provided as needed.

¹⁵ MAU 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*, Query date: 2023-04-17 10:45:47 (2022), <https://ejournal.uinsatu.ac.id/index.php/tadris/article/view/6644>.

¹⁶ MH Shidqi and A Mudinillah, "Pengembangan Materi Ajar Bahasa Arab Berbasis Biologi Untuk Perguruan Tinggi," ... : *Journal of Arabic Education...*, Query date: 2022-06-28 07:01:00 (2021), <https://ojs.iainbatusingkar.ac.id/ojs/index.php/lughawiyah/article/view/3237>.

¹⁷ CR Mustapa, "Urgensi Tujuan Pendidikan Dalam Praktik Pembelajaran Bahasa Arab," *Tadbir: Jurnal Manajemen Pendidikan...*, Query date: 2024-01-23 20:08:54 (2018), <https://journal.iaingorontalo.ac.id/index.php/tjmpi/article/view/507>.

- Explanation and Rules

Each theme in the Balaghah module is characterized by sentence analysis within the examples. Therefore, explanations are integral to the topic and examples, providing insights into all covered examples¹⁸. Following the explanation of examples and Balaghah notes, Balaghah rules are presented. These rules are derived from the examples and notes, with their number based on the discussed topics, serving as a concise yet comprehensive summary.

- Exercises and Application

Exercises are a crucial sub-section in Balaghah materials. Researchers used various types of exercises, including: choosing the most appropriate answer, filling in blanks, matching words, identifying word types, transforming words, and converting sentences. These exercises help develop Balaghah skills and their application to enhance literary appreciation. Researchers increased the number of exercises at the end of each theme, believing that more exercises will boost the effectiveness of improving students' literary appreciation.

C. Product Validity from Experts

The initial product testing involved assessing the module's validity through expert validation to gather feedback on the developed Balaghah module via verbal comments, notes, and suggestions. This feedback aimed to help researchers to refine the Balaghah module.

1. Validity Results from Content Experts

To obtain validity results, experts evaluated the module by filling out a questionnaire provided by the researchers. The content validation was conducted by Drs. H. Abu Darda', M.Pd.I., an expert in Balaghah. The percentages presented in the diagram are derived from the questionnaire results summarized by the researchers and can be explained as follows:

¹⁸ R Alyusfitri et al., "Pengembangan Media Pembelajaran Berbasis Macromedia Flash 8 Dengan Pendekatan Contextual Teaching And Learning Pada Materi Bangun Ruang Kelas V SD," *Jurnal Cendekia: Jurnal...*, Query date: 2022-09-22 12:46:18 (2020), <https://j-cup.org/index.php/cendekia/article/view/371>.

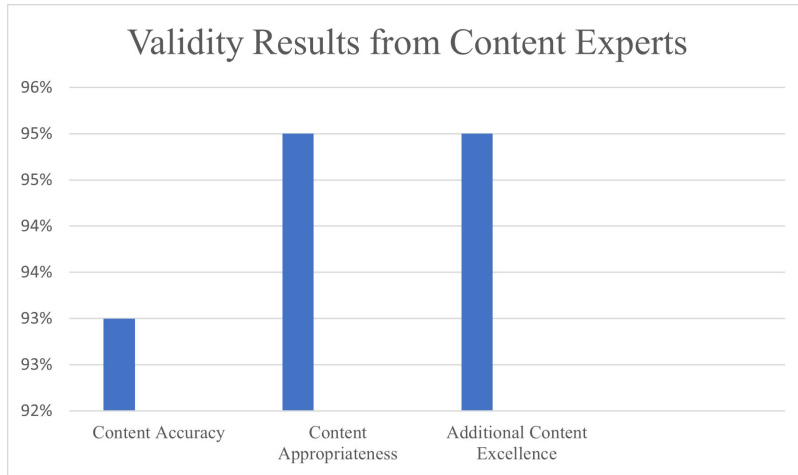


Figure 1. Content Accuracy: Scored 93%, receiving a rating of “very good”, indicating no need for improvement. Content Appropriateness: Scored 95%, receiving a rating of “very good”, indicating no need for improvement. Additional Content Excellence: Scored 95%, receiving a rating of “very good”, indicating no need for improvement.

2. Validity Results from Material Design Experts

Researchers consulted the organization, presentation and underlying philosophy of the educational Balaghah book with material design expert Muhammad Naufal Hakim, M.TH.I. After examining the book’s content, the expert rated it using the provided questionnaire. The results of the expertise are presented in the following diagram:

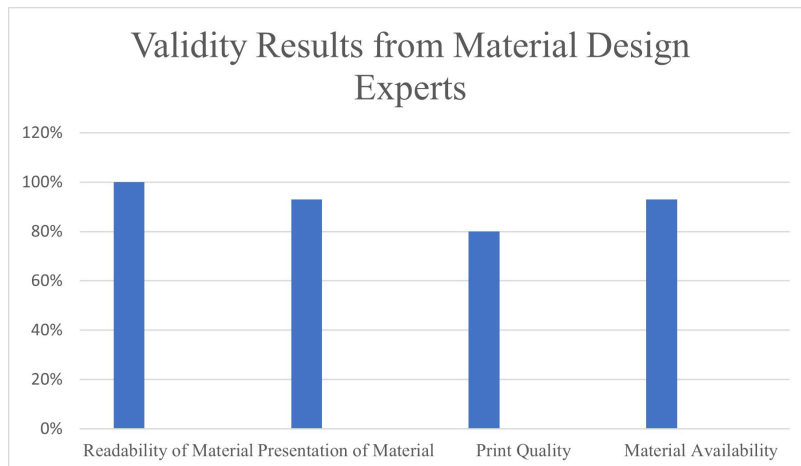


Figure 2. Readability of Material: Scored 100%, receiving a rating of “very good”, indicating no need for improvement. Presentation of Material: Scored 93%, receiving a rating of “very good”, indicating no need for improvement. Print Quality: Scored 80%, receiving a rating of “good”, indicating no need for improvement. Material Availability: Scored 100%, receiving a rating of “very good”, indicating no need for improvement.

3. Validity Results from Arabic Language Experts

To assess validity from an Arabic language expert, researchers presented the Balaghah module to Dr. Muhammad Afthon Ulin Nuha, M.Pd., and provided him with a questionnaire. The results are presented in the following diagram:

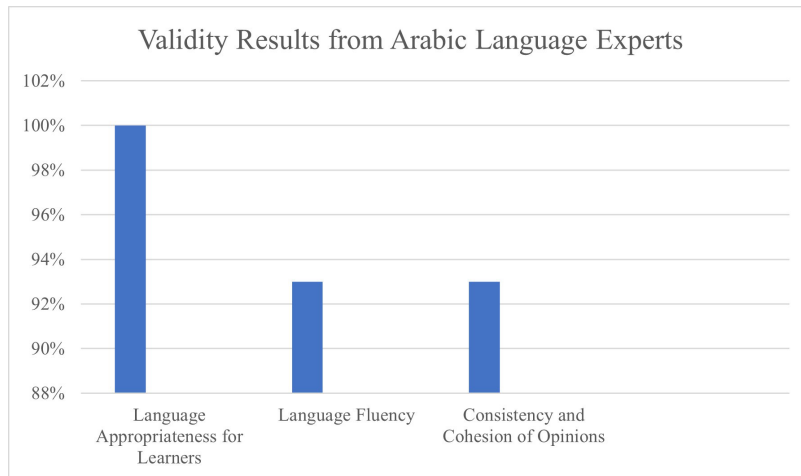


Figure 3. Language Appropriateness for Learners: Scored 100%, receiving a rating of “very good”, indicating no need for improvement. Language Fluency: Scored 93%, receiving a rating of “good”, indicating no need for improvement. Consistency and Cohesion of Opinions: Scored 93%, receiving a rating of “ood”, indicating no need for improvement.

These evaluations from content, design, and language experts confirm the high validity of the developed Balaghah module, highlighting its strengths and ensuring that it meets educational standards without requiring further modifications.

D. Product Trial

The field product trial stage was conducted by presenting the teaching materials in a small classroom setting, involving 40 students from Indonesia and 40 from Brunei Darussalam. This trial aimed to test the feasibility and readiness of the teaching materials based on the results from expert reviews and validations. The researcher took into account the feedback and notes provided by the experts, using all inputs as primary references for revising and compiling the Balaghah teaching materials.

1. Small Group Validity Results

Following Borg and Gall’s research and development procedures, the researcher conducted small group trials before proceeding to the field trials. This step was taken to gather information and data regarding student opinions about the developed Balaghah module. Seven students were selected to evaluate the questionnaire. Before

they filled out the questionnaire, the researcher had delivered two lectures to them, highlighting the advantages of the Balaghah module based on Syawahid Adabiyah theory and presenting the Balaghah theory within the product.

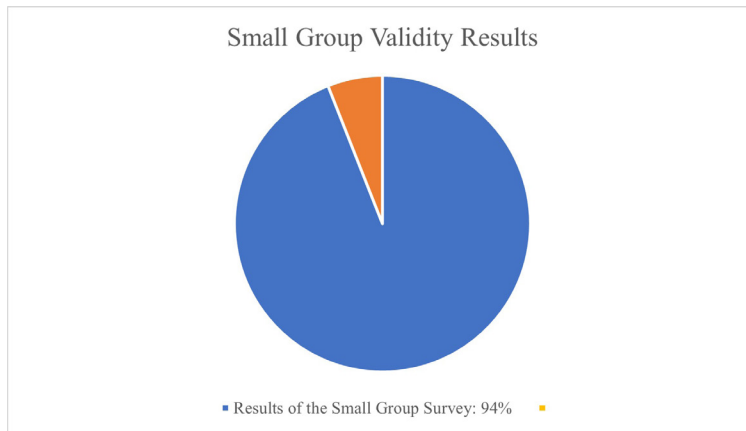


Figure 4. The quantitative data presented in the graph represents the results from the questionnaire filled out by the small group of students. The conclusion drawn from the questionnaire results indicates that the book can be used with a rating of 94%, which means it is very good and does not require modification.

2. Large Group Validity Results

This experimental stage aimed to determine the validity and effectiveness of the Balaghah book for teaching. Twenty Arabic language students were randomly selected to apply this experiment properly. The researcher conducted the experiment over six sessions from January to April, with five sessions for lectures, one session for a pre-test and one for a post-test. At the end of the field trial, the researcher distributed questionnaires to evaluate and gather student comments on the Balaghah module and asked Dr. Muhammad Afthon Ulin Nuha, M.Pd., an Arabic language lecturer, to fill out the questionnaire to evaluate the validity and quality of the module.

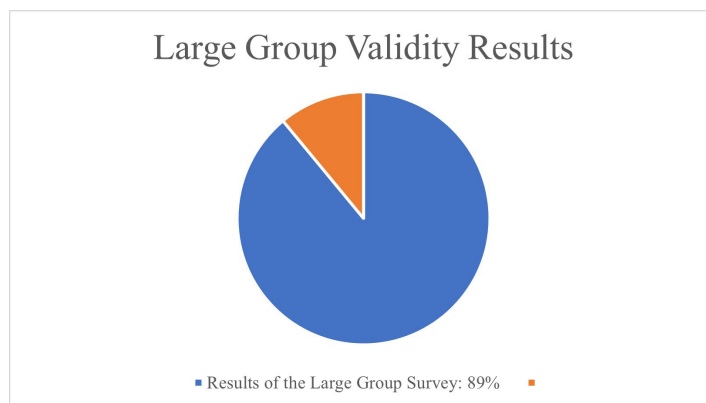


Figure 5. The questionnaire results presented in the graph show that the Balaghah module can be used with a rating of 89%, which means it is very good and does not require modification.

E. Product Revision

After conducting the product trial and identifying necessary corrections and improvements from the field trial results, the lead researcher, along with team members 1 and 3, took responsibility for finalizing the corrections and ensuring the material's readiness for implementation through expert editing.

The researcher presented detailed evaluations from experts in content, material design, and Arabic language, showing that the developed Balaghah module had a very high-quality level and was suitable for use in teaching. However, each expert provided notes, comments, and suggestions for improvements. The researcher agreed with the experts' input, recognizing its importance for enhancing the product's content.

1. Expert Substantive Notes and Revisions

Comments and Feedback from Subject Matter Expert was: 1) Ensure the Balaghah module is developed based on the simplification principles of Syawahid Adabiyah to guarantee accurate test results; 2) What are the advantages of the developed book?; 3) Include a usage guide for the book; 4) Correct several language errors.

2. Revisions:

1) Merging the first with the second input, focusing on the simplification of Balaghah based on Syawahid Adabiyah and presenting Balaghah theory in an educational module format; 2) Highlighting the advantages of the educational Balaghah module, which consists of twelve chapters designed for university students, especially Arabic language majors; 3) The material is arranged from the least to the most comprehensive, and from the easiest to the most challenging, using an inductive approach reflected in each chapter's research. Adding a user guide for lecturers after the book's introduction; 4) Correcting linguistic and morphological errors, as well as typographical errors identified by the substantive expert.

3. Material Design Expert Notes and Revisions

Comments and Suggestions: 1) Adjust the font used; 2. Improve the cover design for better appeal; 3. Adjust material placement (title on a separate page); 4) Add color to the pages for better aesthetics.

4. Revisions:

1) Changing the font to Traditional Arabic; 2) Enhancing the cover design for better appeal; 3) Placing the material on separate pages and clearly marking each chapter's sections; 4) Coloring important words in the Balaghah analysis and examples sections.

5. Arabic Language Expert Notes and Revisions

Comments and Suggestions: The language used in the book is appropriate for university-level students but requires the enhanced use of literary terms.

6. Revisions:

Increasing the use of literary terms.

F. Implementation of Teaching Materials

The research and development process was concluded after the researchers completed the five steps mentioned above, reaching the final stage of implementing the developed Balaghah teaching materials. The materials were then applied to a sample of 250 students, representing 10% of the total 2,500 Arabic literature students across Indonesia (according to the data derived from the Quipper Campus website). The entire population of Arabic literature students in Brunei Darussalam, totaling 100, was sampled at 40%, involving 40 students. This comprehensive implementation ensures that the developed teaching materials are well-tested, validated, and ready for widespread educational use, effectively enhancing students' appreciation and understanding of Balaghah.

Effectiveness of the Developed Balaghah Science Module in Enhancing Students' Literary Appreciation

As previously explained by the researcher, the experimental phase aims to determine the validity and effectiveness of the Balaghah science module in enhancing literary appreciation in Balaghah science learning. The researcher selected one class of Arabic language major students studying Balaghah science from classes in Indonesia and Brunei Darussalam by conducting pre- and post-tests using the module. These two tests aim to determine the effectiveness of this product, as the effectiveness of the book is determined by the students' learning outcomes, which are measured through their responses before and after the experiment.

The students' learning outcomes from the pre-test and post-test can be presented in the following graph:

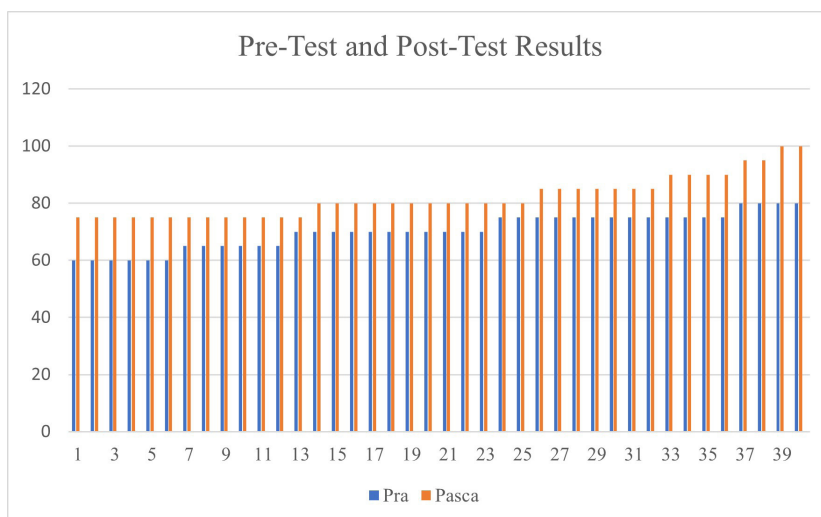


Figure 6. Pre-Test and Post-Test Results

It is evident that each student had different results, ranging from excellent and very good to good and fair.

A comparative test between their learning outcomes was conducted using a one-sample t-test through SPSS 24, with the following research hypotheses: Ho: The use of the developed Balaghah science module is not effective in improving the learning outcomes of Arabic language major students at universities in Indonesia and Brunei Darussalam; Ha: The use of the developed Balaghah science module is effective in improving the learning outcomes of Arabic language major students at universities in Indonesia and Brunei Darussalam.

To test this hypothesis, the researcher compared the pre-test with the post-test results using a paired samples t-test. In order to determine the results, one of the following two methods can be used: If the t-calculated value is smaller than the t-table value or the significance is greater than alpha 0.005, it indicates that there is a significant difference between the pre-test and post-test results. Consequently, one can state that Ha is accepted and Ho is rejected. If the t-calculated value is greater than the t-table value or the significance is smaller than alpha 0.005, there is no significant difference between the pre-test and post-test results. which means that Ha is accepted and Ho is rejected. The results can be seen in the following table:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	82	40	8.28358	1.56545
	Post	70.375	40	5.76204	1.08892

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre & Post	40	.866	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
Mean		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pre & Post	6.96429	4.37571	.82693	5.26756	8.66101	8.422	39	.000

Table 1. Comparison Test Results Between Pre-Test and Post-Test

Based on the table above, it can be concluded that there is a difference between the pre-test results of students who did not use the developed Balaghah science module and the post-test results of students who used the Balaghah science module. This can be seen from the t-calculated value (8.422), which is greater than the t-table value (2.101), and the significance value (0.000), which is less than alpha (0.050). This means that the null hypothesis (H_0) can be rejected and the alternative hypothesis (H_a) accepted.

From these results, it can be concluded that there is a significant difference between the pre-test and post-test results before and after the implementation of the developed Balaghah science module. This indicates that the module is effective and has a better impact on teaching Balaghah material to enhance students' literary appreciation.

The effectiveness of the Balaghah science module can also be seen from the comparison between the average pre-test and post-test results, asbased on the following graph:

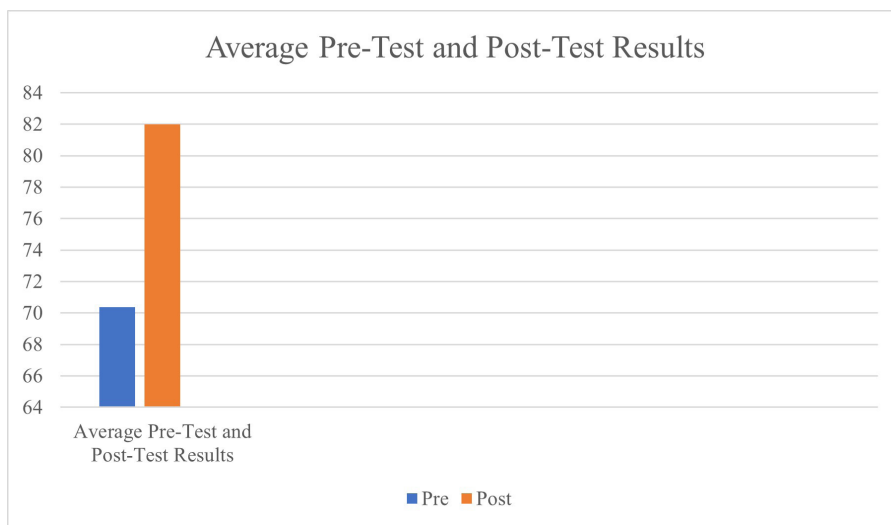


Figure 7. Average Pre-Test and Post-Test Results

From the graph above, the researcher concludes that the average learning outcome of students before using the developed Balaghah science module is 70.375, and the average learning outcome of students after using the Balaghah science module is 82. This shows that the average increase in students' literary appreciation after using the developed Balaghah science book based on the Syawahid Adabiyah theory is higher by 11.625 than the average learning outcome of students before using the module. Thus, it one can state that the module is effective in enhancing students' literary appreciation.

Discussion

Developing Badi' Teaching Materials Based on Adabiyah Syawahid to Enhance Literary Appreciation Among Arabic Literature Students in Indonesia and Brunei Darussalam

In general, this research explains the development of teaching materials for the Badi' (Rhetoric) course based on syawahid adabiyah (literary evidence) to improve the literary appreciation of Arab Literature students in Indonesia and Brunei Darussalam. The development of these teaching materials uses the R&D (Research and Development) research method with the simplified Borg and Gall model consisting of six steps.

In terms of needs analysis, the approach taken by the researcher is quite comprehensive. The researcher conducted a study of the books used in teaching Balaghah (Rhetoric) Science, interviews with lecturers, interviews with students, and a review of the curriculum documents. This is in line with the principles of teaching material development expressed by Borg and Gall, namely the need to conduct a needs analysis as the first step to determine the actual conditions in the field¹⁹.

In the theory of teaching material development, Tomlinson emphasizes the importance of conducting a needs analysis to identify students' learning needs, both in terms of materials, methods, and learning media required. The needs analysis described by the researcher in this article has revealed several problems in learning Balaghah Science, such as lack of textbooks for students, materials that are less relevant to student needs, and diverse student learning outcomes. This provides a strong basis for the researcher to develop teaching materials tailored to student needs.

In the planning section of material development, the researcher has compiled a plan and concept for the content of Badi' Science teaching materials by considering the curriculum and the elements required in the preparation phase, such as basic competency standards, specific objectives, material organization, material presentation, learning material components, and chapters included in the teaching materials. This is in accordance with the principles of teaching material development expressed by Tomlinson, namely the need to consider learning objectives, student characteristics, and systematic organization of materials²⁰.

In addition, the researchers adopted the theory of syawahid adabiyah (literary evidence) as the basis for developing materials to improve students' literary appreciation. Such a use of syawahid adabiyah is an interesting approach, which is in line with the

¹⁹ DD Unaradjan, *Metode Penelitian Kuantitatif*, Query date: 2022-06-28 07:10:18 (books.google.com, 2019), https://books.google.com/books?hl=en&lr=&id=DEugDwAAQBAJ&oi=fnd&pg=PR5&dq=metode+penelitian&ots=HkBcpKq1lx&sig=xGnKib9FTntFqgl3_QwHQ9exrsU.

²⁰ B Tomlinson, *Applied Linguistics and Materials Development*, Query date: 2024-07-07 15:21:48 (books.google.com, 2013), <https://books.google.com/books?hl=en&lr=&id=1dRLAQAAQBAJ&oi=fnd&pg=PP1&dq=tomlinson&ots=J6bNjk0g2R&sig=PBRLjNb2G355hWy9zGrnEEOJAjU>.

context of learning Arabic. In the theory of Arabic language learning, the use of examples that are close to the life and culture of students can help improve their understanding and appreciation of the material being studied.

Furthermore, the researchers have designed Ilmu Badi' teaching materials by considering the sequence of themes from the easiest to the most difficult ones, as well as from the small parts to the more complex ones. This is in line with the principles of developing teaching materials as expressed by Tomlinson, who mentions the need to pay attention to the sequence of material presentation from simple to complex, and from easy to difficult²¹.

In this regard, the researchers believe that what they have written will be a solution to the problems that arise in learning of Ilmu Balaghah, which has various advantages, such as stating the teaching objectives, presenting simple examples that carry wisdom, mentioning the notes of Ilmu Balaghah related to the examples given, and stating the conclusions from each taught material.

Effectiveness of the Developed Balaghah Science Module in Enhancing Students' Literary Appreciation

In general, this article presents a report on the research results aimed at determining the effectiveness of using the Ilmu Balaghah module in improving students' literary appreciation. It uses a quantitative approach with a pre-test and post-test design to compare student learning outcomes before and after using the module.

In the introduction, the researcher has outlined the contextual framework of the problem, which is the need to develop an Ilmu Balaghah module in order to improve students' literary appreciation. This is in line with learning theory that emphasizes the importance of using teaching materials that meet the needs of students and successfully help achieve effective learning objectives²².

Furthermore, the research method section provided a comprehensive explanation of the research procedure, including the selection of samples, the description of implementation of pre-tests and post-tests, and data analysis using t-tests. The selection of the t-test as a data analysis technique turned out to be appropriate, as it is in line with the research objective concentrating on the comparison of two study groups²³.

²¹ B Tomlinson, *Developing Materials for Language Teaching*, Query date: 2024-07-07 15:21:48 (books.google.com, 2023), https://books.google.com/books?hl=en&lr=&id=aZG_EAAAQBAJ&oi=fnd&pg=PP1&dq=tomlinson&ots=G59QOYDYvN&sig=n8-uzvGF_0IyMAK5x97wPCX9J2E.

²² Rifda Amalia, Muhammad Afthon Ulin Nuha, and Afif Kholisun Nashoih, "Development of Kosbarab Learning Media to Improve Arabic Vocabulary Mastery of Elementary Level Students Based on Android Construct 2," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*; Vol 10, No 2 (2022) DO - 10.23971/Altarib.V10i2.4529, October 20, 2022, <https://e-journal.iain-palangkaraya.ac.id/index.php/tarib/article/view/4529>.

²³ Winarni, *Teori Dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R & D*.

In the results section, the researcher has clearly presented the data in the form of tables and graphs, and has conducted appropriate statistical analysis. The results of the study have also been interpreted properly, concluding that the use of the Ilmu Balaghah module is effective in improving student learning outcomes.

The researcher has properly concluded the research results, which indicate that the use of the Ilmu Balaghah module is effective in improving student learning outcomes. However, this conclusion can be strengthened by referring to learning theories that explain the importance of using teaching materials that are appropriate to the needs of students.

Conclusion

The urgency of this research lies in offering solutions to the less-than-optimal learning caused by teaching materials. Therefore, the researcher will develop Balaghah science teaching materials based on Syawahid Adabiyah to enhance the literary appreciation of Arabic literature students in Indonesia and Brunei Darussalam. Literary appreciation itself is the main goal of learning Balaghah science –Balaghah Badi' science. By utilizing Arabic literary works as Syawahid Adabiyah in the teaching materials, students will have the opportunity to explore and appreciate Arabic literature to the fullest. Furthermore, the sources of these literary works also come from a country where the majority of the population is Muslim, namely Brunei Darussalam. This is to initiate the product trial of Syawahid Adabiyah before continuing research in Arab countries.

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Enhancing Literary Appreciation Through Badi' Teaching Materials Based on Adabiyah Syawahid for Arabic Literature Students in Indonesia and Brunei Darussalam

Summary: To balance and improve Arabic language education in Indonesia, ensuring that it competes on a global and international level, one crucial component that needs immediate enhancement is the quality of teaching materials, which must be aligned with an up-to-date curriculum. The urgency of this research is to provide solutions for suboptimal learning caused by inadequate teaching materials. Thus, the researchers have developed Badi' teaching materials based on Adabiyah Syawahid to increase the literary appreciation of Arabic literature students in Indonesia and Brunei Darussalam. This initiative is a preliminary test before further research in Arab countries. The objectives of this study are: 1) To detail the creation and characteristics of Badi' teaching materials based on Adabiyah Syawahid and evaluate their feasibility in Badi' education to enhance literary appreciation; 2) To measure the effectiveness of these teaching materials in improving literary appreciation. The researchers employed a simplified R&D design method based on the Borg and Gall model, comprising six steps: needs analysis, development planning, product drafting, product revision, field testing, and module refinement. Data collection methods included observation, interviews, questionnaires, and tests, with quantitative data analysis using the Likert and t-test methods. The results of this research indicate significant differences between pre-test and post-test scores of students using the developed Badi' modules, as shown by the t-test value (8.422) being greater than the t-table value (2.101) and a significance value (0.000) less than alpha (0.050), indicating that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Keywords: Balaghah Science, Literary Appreciation, Syawahid Adabiyah, Through Badi'

