DEVELOPING AN APPLICABLE BALĀGAH TEXTBOOK FOR ARABIC LANGUAGE EDUCATION STUDENTS AT IAIN PEKALONGAN

Moh. Nurul Huda
Institut Agama Islam Negeri (IAIN) Pekalongan
moh.nuruhluda@iainpekalongan.ac.id

Rofiqotul Aini
Institut Agama Islam Negeri (IAIN) Pekalongan
rofiqotul.aini@iainpekalongan.ac.id

Abstract
This study aims to develop an applicable balāgah textbook for the Arabic Language Education (PBA) students of IAIN Pekalongan and to find out its test validity and application. Using the Research and Development method, the study found that the majority of students want a balāgah textbook that discusses ilm bayan (such as tasybih, majāz, and kināyah) and ilm ma'ani (such as kalam khabari, kalam insya'i, qaṣr, faṣl and waṣl, etc.). The students also want a textbook that is brief, simple, and easy to understand. Meanwhile, the test validity from some expert validators indicated a good result with an average value of 4 points considering that the balāgah textbook design in each theme contains a lot of text analysis exercises taken from al-Qur'an and Hadith to make the textbook more applicable. Next, the application of the balāgah textbook may involve several methods, i.e. the jigsaw method, the discussion method (question-answer method), and the taṭbīqi method (direct practice) by analyzing the Arabic texts.

Keywords: Development, Textbook, Balāgah.

Abstract
Penelitian ini bertujuan untuk mengembangkan buku ajar balāgah yang aplikatif bagi mahasiswa Pendidikan Bahasa Arab (PBA) IAIN Pekalongan serta untuk mengetahui validitas tes dan aplikasinya. Dengan menggunakan metode Research and Development (R&D), penelitian ini menemukan bahwa mayoritas mahasiswa menginginkan buku ajar balāgah yang membahas tentang ilm bayan (seperti tasybih, majāz, dan kināyah) dan ilm ma'ani (seperti kalam khabari, kalam insya'i, qaṣr, faṣl dan waṣl, dll.). Mahasiswa juga menginginkan buku ajar yang singkat, sederhana, dan mudah dipahami. Sedangkan uji validitas dari beberapa validator ahlī menunjukkan hasil yang baik dengan nilai rata-rata 4 poin mengingat desain buku ajar balāgah pada setiap tema banyak berisi latihan analisis teks yang diambil dari al-Qur'an dan Hadits supaya buku ajar lebih aplikatif. Selanjutnya, penerapan buku ajar balāgah dapat memakai beberapa metode, yaitu metode jigsaw, metode diskusi (metode tanya jawab), dan metode taṭbīqi (praktik langsung) dengan menganalisis teks bahasa Arab.

Kata Kunci: Pengembangan, Buku Ajar, Balāgah.
INTRODUCTION

Teaching in the State Islamic Religious Higher Education (PTKIN) is based on a very high religious culture, so that PTKIN students must be expert in the religious field. One of the important studies that can encourage students to understand Arabic texts is the science of *balāgah* study which is part of the rules of the Arabic language. Moreover, Arabic competence is placed in a very important position to improve students' ability to understand, deepen, and master the sources of Islamic\(^1\) teachings such as understanding al-Qur'an and al-Hadith which are full of meanings both implicitly and explicitly. Therefore, to understand it needs to be assisted by another knowledge, namely science of *balāgah*.

So far, the science of *balāgah* has been taught in every Islamic university in Indonesia, both in the Arabic literature and Arabic Language Education (PBA) majors. But it is still rare for *balāgah* textbooks to be applied in universities, even though textbooks are student tools that have tremendous power to the development of student abilities because textbooks are very influential and play a role in the student learning process. For this reason, the *balāgah* textbook should be arranged systematically and with quality,\(^2\) so that students are greatly helped in the process of deepening the science of *balāgah*. This was also said by Panen and Purwanto as cited by Putu Sukermi that the textbooks to be used by teachers and students must be arranged systematically and easily.\(^3\)

The *Balāgah* books that have been used by PTKIN students are books commonly used by Middle Eastern students such as *al-Jurjani's Jawāhir al-Balāgah*, *al-Akhdaris Jauhar Maknun*, and *al-Balāgah al-Wadīhah* by Ali al-Jarimi and Mustafa Amin. Even these books have been translated into Indonesian. So far, it is still rare for *balāgah* books published specifically for the PTKIN student level. Even though there will always students’ demands in line with the dynamics of scientific and technological developments.

At IAIN Pekalongan, especially in the Arabic Language Education (PBA) department, there were no textbooks or *dars* books formulated by Arabic language lecturers. So far, students are still required to find learning resources independently without any special handbooks that can help students understand the knowledge of *balāgah* comprehensively. Even though the fact is that students still have difficulty directly referring to original references that are still in Arabic. This is

\(^{1}\) Ahmad Rodli, “Pengembangan Buku Ajar Bahasa Arab Berbasis Integras-Interkoneksi untuk Mahasiswa Baru UIN Sunan Kalijaga Yogyakarta”, *Jurnal Pendidikan Madrasah* 2, No 1, (Mei 2017): 104.


\(^{3}\) Putu Sukerni, “Pengembangan Buku Ajar Pendidikan IPA kelas IV Semester 1 SD No. 4 Kaliuntu dengan Model Dick and Carey”, *Jurnal Pendidikan Indonesia* 3, no. 1 (2014): 386. [http://dx.doi.org/10.23887/jpi-undiksha.v3i1.2920](http://dx.doi.org/10.23887/jpi-undiksha.v3i1.2920).
because not all of the PBA students at IAIN Pekalongan have graduated from *Madrasah* or Islamic boarding schools, some are even graduates from vocational high schools who have never been acquainted with Arabic-language texts. Likewise, graduates of *Madrasah* or Islamic boarding schools still have difficulty accessing Arabic-language references. This was evidenced by PBA IAIN Pekalongan students rarely use *balāgah* books as references in making *balāgah* course papers. Students prefer translation books which are very rare.

Therefore, the applicable *balāgah* textbooks that contain many examples and analytical exercises are needed by students of PBA IAIN Pekalongan so that students can learn and practice independently, because the direct practice method (*Taḥbīqi*) provides more experience in analyzing texts that is in Arabic\(^4\) particularly from the *balāgah* aspect. In addition, textbooks should also take from various sources both from the results of research or observations as well as from the results of actualization of experience, so that the material is more actual.\(^5\)

The efforts to develop the learning of *balāgah* had been carried out by Yayan Nurbayan in his research entitled development of *balāgah* teaching materials based on a contrasting approach in 2010. His research has found similarities and differences between language styles in Arabic and Indonesian, so that they can be used as equivalents in teaching science of *balāgah*.\(^6\) In 2014 Yayan Nurbayan also examined the development of *balāgah* teaching materials based on the *Adābī* approach. His research resulted in *balāgah* teaching materials made with attention to the aspects of selecting examples, selecting assignments and presenting material to students. The learning emphasized more on practice and reduces the theoretical portion.\(^7\)

Based on those reasons, the researcher were interested in formulating an innovation of applicable *balāgah* textbook equipped with text analysis exercises from the *balāgiyah* aspect taken from the *al-Quran* and *al-Hadith* or verses that are tailored to the theme or curriculum and the needs of the students of PBA major at IAIN Pekalongan so that students will find it easier and more interested in learning science of *balāgah*.

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METHOD

This research used qualitative and quantitative approaches in the type of research and development (R&D). Research and Development is a method to develop a new product or enhance an existing product. In addition, it also used descriptive analysis method for initial research to collect literature and data regarding to existing conditions. Meanwhile, the evaluative method was to develop textbooks in several stages of evaluation and revision.

In research and development method, to produce certain product, it is necessary to use research that include analysis, and testing the effectiveness of the product so that it functions optimally. It is necessary to carry out research in stages or multi years. This research and development was intended to develop the balāgah book, which so far has not been in the Arabic Language Education Department of IAIN Pekalongan.

This research began with conducting a preliminary study in the form of a literature study, drafting conceptualization and discussion on the readiness of the applicable balāgah teaching material draft for IAIN Pekalongan Arabic Language Education (PBA) students, then carried out a development process, namely conducting a limited trial with the intention of assessing the feasibility and suitability of textbooks so that revisions can be made according to input and findings.

RESULTS AND DISCUSSION

The Analysis of Student Understanding and Needs

The development of the balāgah textbook was based on the results of the analysis of the needs of students in Arabic Education major for the balāgah textbook. The results of the analysis can be a reference in developing the balāgah textbook. Students’ needs for Arabic teaching materials include several aspects; needs of the balāgah textbook, needs of the textbook design, and needs of the textbook material. There were 85 students of PBA students as respondents. The results of the questionnaire are as follows:


Students’ understanding and needs of the balāgah textbook must be fulfilled by 3 indicators, namely; first, students’ understanding of balāgah learning; second, students’ understanding of the balāgah textbook; third, the students’ need for the balāgah textbook. The results of the questionnaire showed that the indicators of student understanding of balāgah

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8 Nana Syaoudih Sukmadinata, Metode Penulisan Pendidikan, Cet. Ke-V (Bandung: PT Remaja Rosdakarya, 2009), 164.
9 Sugiyono, Metode Penulisan Kuantitatif, dan R&D (Bandung: Alfabeta, 2010), 297.
learning were still good since students still thought that science of *balāgah* was important. This was shown from the results of the questionnaire that answered *balāgah* learning is "very important" totaling 48 students and those who answered "important" were 20 students, while those who answered "normal" were 17 students. Thus no student answered that it is not important. While the students’ answers regarding the learning process were very varied. The majority of the students answered that the *balāgah* learning process was "interesting" and "very interesting". From the 85 students, there were 37 students who answered “interesting”, and 22 students who answered “very interesting”. There were 16 students answered “common” and there were 10 students who answered “boring”. From the student's responses, it showed that the majority of students stated that *balāgah* learning was still quite interesting to learn.

Then, the next indicator is student’s reading comprehension of *balāgah* textbook. Students consider it is quite difficult for them to understand the content of the book because most of them are written in Arabic-language. From the result of questionnaire, there are 85 students answered *balāgah* textbook is difficult, 54 students answered Balāgah textbook is fair, and 18 students answered *balāgah* textbook is easy. The book’s physical appearance is less attractive. In the aspect of book’s physical appearance, there are 23 students answered its physical appearance is attractive while 32 students answered it is less attractive. The instructions in the book are also difficult. There are 25 students answered the instructions are easy while 26 students answered those are difficult.

The next indicator is the students’ preference toward a book. Students prefer to a book contained easy material. From the result of the questionnaire, there are 53 students chose book contained easy material, while 32 students chose book contained moderate material. It showed that students prefer to a book contained easy material.

Based on the results of the questionnaire above, it shows that Arabic Language Education students still need *balāgah* textbooks which can make it easier for them to learn Balāgah knowledge, so that students can improve their abilities in actualizing *balāgah* knowledge.

b. Student Needs for *Balāgah* Textbook Design

Student needs for *balāgah* textbook design can be seen from the questions which include 4 indicators, namely; first, the student's need for the cover of the *balāgah* textbook; second, the student's need for the size of the *balāgah* textbook; third, the student's need for a table of contents and bibliography; fourth, the student's need for the language of instruction of the *balāgah* textbook. The results of the questionnaire indicated that the students' needs for the
Balāgah textbook design varied widely; first is on the indicator of student needs for balāgah textbook covers, the majority of students want the Arabic textbook cover is completed with picture and give colorful sense. This is indicated by the results of the questionnaire on the needs. There are 53 students prefer to book cover completed with picture and color, 18 students prefer to a book cover completed with picture yet its colors are black and white while 14 students prefer to a book cover completed with pictures and it has only one color. For the pictures in the book, 47 students prefer to photos and ornaments. For the kinds of the color, 43 students prefer to soft color.

Second, the indicator of student needs for the size of balāgah textbooks. There are 42 students prefer to A4-sized textbooks, 34 students prefer to the folio-size, and 9 students prefer A5-size textbook. These results prove that students prefer to A4-size balāgah textbook.

Third is the student's need for a table of contents and bibliography. The students consider it very necessary to include a table of contents and bibliography in the balāgah textbook to make it easier them to read the book. The results of the questionnaire showed that almost all students chose the existence of the table of contents and bibliography in the balāgah textbook.

Fourth is the student's need for the language instruction in the balāgah textbooks. The majority of students want the instruction in balāgah textbooks is written in Indonesian. This is because the majority of balāgah textbooks are still in Arabic and students still find it difficult for them to use the books. The results of the questionnaire, there are 63 students want balāgah textbooks is written in Indonesian, while the rest chose it is still written in Arabic.

c. Student Needs for Balāgah Textbook Material

The students’ need for balāgah textbook material can be seen from the questions which include 4 indicators. First is the student's need for balāgah textbook material. Second is the student's need for the elaboration of balāgah textbook. Third is the student's need for the form of exercise/task in the balāgah textbook. Fourth is the student's need for evaluation types of balāgah textbooks. Here are the questionnaire results the students' needs for the Balāgah textbook material. There are 38 students prefer materials from Bayan science (which consists of tasybih, majaz, and kinayah) and ma’ani science (which consists of kalam khabari, kalam isya'i, Qashr, Fashl and Washl, etc.) Meanwhile, there are 26 who students prefer to Bayan Science only and 21 students prefer ma’ani and badi science material.

Second is in the student's need for the elaboration of balāgah textbook material. From the total of 85 students, there are 41 students prefer to short and simple concepts so it can be
easy understood, 28 students prefer to short and moderate concepts (not too difficult and not too easy). Meanwhile, there are 16 students prefer long and difficult concepts.

Third is the student’s need for type of evaluation of the balāgah textbook. Most of students prefer to a mixed type of evaluation so that it is not monotonous. From the results of the questionnaire, there are 23 students prefer multiple choice questions, 19 students prefer to essay, and 43 students prefer mixed questions.

The above student needs are the initial foundation in formulating the balāgah textbook. This means that textbooks must be adjusted to the interests and abilities of students, because student backgrounds and abilities are very homogeneous or different which require different treatment. This condition does not only occur in Islamic colleges but also in junior and senior high schools. As said by Shafruddin Tajuddin that the real conditions of students rise different backgrounds in Arabic language skills, some even they don’t know Arabic at all. This situation of students will cause difficulties for teachers in Arabic learning. Therefore, it is very necessary to have a book that pays attention to the condition of students like that, so that teachers can overcome Arabic learning to be easy by referring to the textbook.

**Validation of Balāgah Textbook Development**

Validation of the development of balāgah textbooks is carried out with the aim of assessing and reviewing textbooks that have been made by researchers so that deficiencies in the book can be identified and revised before testing. This validation was carried out by 3 experts who mastered the field of material and media or book design. They are Dr. Muhamad Jaeni, M.Pd, .M.Ag, Dr. Ubaedi Fathuddin, M.A and Abdul Basith, M.Pd. The aspects of the assessment are first is an assessment of the aspect of the material content, second is assessment from the media aspect, third is the assessment of the aspect of use. The points given for each aspect are 1, 2, 3, 4, and 5. Point 1 indicates “very poor” with the score of 50, point 2 indicates “poor” with the score of 65, point 3 indicates “sufficient” with score of 75, point 4 indicates “good” with a score of 85, point 5 indicates “very good” with score of 100. The results of the balāgah textbook validation are as follows:

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1. Validation of Material Aspects

Validation of material aspects consists of eleven indicators. They are first, the material is easy to understood; second, the systematical order of the material; third, the validity of the material presented; forth, the reliability of the material and its exercises; fifth, the suitability of the image or chart to clarify the material; sixth, the suitability of the material with student conditions; seventh, the clarity of the material; eighth, the variation of evaluation form; ninth, the consistency of the material presentation; tenth, the difficulty level of the question; eleventh, the use of appropriate language in explaining the material. The results of the validation are illustrated in table 1 below:

Table 1. Validation of Material Aspects

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Average Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The material is easy to be understood</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>The systematical order of the material</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>The validity of the material</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>The reliability of the material and its exercises</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>The suitability of the image or chart to clarify the material</td>
<td>3</td>
<td>Sufficient</td>
</tr>
<tr>
<td>6</td>
<td>The suitability of the material with student conditions</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>The clarity of the material</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>The variety of evaluation form</td>
<td>3</td>
<td>Sufficient</td>
</tr>
<tr>
<td>9</td>
<td>The consistency of the material presentation</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>The difficulty level of the question</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>The use of appropriate language in explaining the material</td>
<td>4</td>
<td>Good</td>
</tr>
</tbody>
</table>

Table 1 shows that the majority of the material aspect assessment indicators get a score of 4 such as the easy-to-understand material indicator, systematic material, the correctness of the material content, the suitability of the material with student conditions, the clarity of the description of the material, the consistency of the presentation, and the difficulty level of the questions. Then, the average score of 3 are only obtained on the suitability indicator of the image or chart to clarify the material and variations in the type of the question. Based on the average score given by the experts, it shows that the Balāgah teaching material on the material aspect is in the "Good" category.

2. The Validation of Media Aspect

There are several indicators of assessment in the validation of media aspects: the design of the layout, clarity of narrative, color selection of images and writing, font size and type of
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writing, appearance and placement of images, composition and color combinations, and the selection of images on the cover and content. The results are described in table 2 below:

Tabel 2. The Validation of Media Aspect

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Score</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Display design</td>
<td>3</td>
<td></td>
<td>Enough</td>
</tr>
<tr>
<td>2</td>
<td>Layout</td>
<td>3</td>
<td></td>
<td>Enough</td>
</tr>
<tr>
<td>3</td>
<td>Narration Clarity</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Color choice in picture and font</td>
<td>3</td>
<td></td>
<td>Enough</td>
</tr>
<tr>
<td>5</td>
<td>Font size and font style</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Picture display and placement</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Color composition and combination</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Picture choice in cover and content</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

Table 2 shows that the validation on the media aspect get an average score of 4 which means good, such as indicators of narrative clarity, font size and type of writing, appearance and placement of images, composition and color combinations, and selection of images on the cover and content of the material. Meanwhile, the display design, layout, and color selection in images and writing get 3 points. Based on the average score given by the experts, it shows that Balāgah teaching materials on the media aspect is in the "Good" category.

3. The Validation of Usage Aspect

There are several indicators of assessment in the validation of the use aspect: the ease of usage, level of user interactivity with the media, clarity of usage tutorial, efficiency of text, giving reinforcement to users, and there are appropriate instructions for students to conclude the results of learning activities. The results of the validation are illustrated in table 3 below:

Tabel 3. The Validation of Usage Aspect

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Score</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ease of usage</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>level of user interactivity with the media</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>clarity of usage tutorial</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>efficiency of text</td>
<td>3</td>
<td></td>
<td>Enough</td>
</tr>
<tr>
<td>5</td>
<td>giving reinforcement to users</td>
<td>4</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>there are appropriate instructions for students to conclude the results of learning activities</td>
<td>3</td>
<td></td>
<td>Enough</td>
</tr>
</tbody>
</table>

Table 3 shows that the validation on the usage aspect gets the same average value as the media aspect, point 4, which means it is also good. As in the ease of usage indicator, the level of user interactivity towards the media, clarity of use, and giving reinforcement to the user, get point 4. Meanwhile, the indicators of text efficiency and there are appropriate tutorial for students to conclude the results of learning activities show an average value of 3. Based on the
average score given by the experts, it shows that the balāgah teaching material on the usage aspect is also in the “good” category.

The Application of Balāgah Teaching Material

The balāgah teaching material that has been developed can be applied in various methods, including Jigsaw method, discussion and question and answer method, and direct method. The steps are as follows:

1. Jigsaw Method

   Jigsaw method is a strategy for mastering a particular reading text or theory by cutting the reading text or theory into several reading texts. The steps are as follows:
   a. The lecturer creates several groups of students.
   b. The lecturer distributes pieces of text.
   c. The lecturer explains the tutorial of games.
   d. The students translate the text pieces.
   e. The students discuss the content of text translated.
   f. The lecturer creates second groups in which the members are the representation of first groups.
   g. The representation of each group explains the result of first group discussion to the members of second group in turn.
   h. Each member of second group presents the result of discussion.
   i. The lecturer evaluates and opens question and answer session.

2. Discussion and Question and Answer Method

   Discussion method is a method that promotes dialogue or brainstorming between students about the material or theme that has been determined by the lecturer. This discussion method is very suitable for training students in arguing according to what they have learned. The steps that are effective are as follows:
   a. The lecturer divides students into groups based on the discussion chosen theme decided.
   b. Each group makes an article based on chosen theme.
   c. Moderator can be the member of other group who have not present the result of discussion yet.
   d. Moderator opens the discussion with al-Fātihah
   e. Moderator asks the chosen group to present the result of their result of discussion with time consideration.
   f. Moderator opens questions and answer session.
Students hold question and answer session related to the material.

h. Presenter draw the conclusion as the closing statement.
i. Moderator closed the discussion with *al-Hamdulillah*.
j. Lecturers evaluates the activity.

3. Direct Method

Direct method is the *balāgah* learning method which assigns students the task of analyzing Arabic texts both from the al-Qur'an verse and hadith from the *balāgiyah* aspect according to a predetermined theme, so that students can apply the concept of *balāgah* science to Arabic texts directly. The steps are as follows:

a. The lecturer divide students into groups.
b. The lecturer shared texts in Arabic for students to analyze.
c. Students analyze the texts based on the chosen theme.
d. Students present the result of analysis.
e. The lecturer evaluates the result of analysis.

CONCLUSION

The development of the *balāgah* teaching material is carried out through the analysis of students' understanding and needs of the *balāgah* textbook. The students' needs for the *balāgah* teaching material include several aspects. First, based on students' understanding and needs of the *balāgah* teaching material, the results show that the majority of students determine *balāgah* learning is very important. Then according to the majority of students, teaching materials are currently classified as difficult to understand because they still use the original *balāgah* book in Arabic. Second, the student's need for the *balāgah* teaching material design. The result shows that the majority of students hope that the *balāgah* teaching material which is applied in the IAIN Pekalongan in Arabic Education Department from the cover aspect is to be colorful and pictorial, from the aspect of size students are more interested in A4 size which is simpler and not too large, and from the aspect of the language of instruction students are more interested in language. The introduction uses Indonesian so that it is easier for students to understand. Third, student's need for the *balāgah* teaching material. The results show that the majority of students want the *balāgah* teaching material to have material on the science of *bayan* and *ma'ani*. Then the text is short, simple, easy to understand.

The test results of the validity of the *balāgah* teaching material consist of several aspects. First, in the assessment of the aspects of the content of the material, the results show that the
Balāgah teaching material on the content aspects of the material is in the "good" category with an average score of 83. Second, the assessment of the media aspect, the results illustrate that the Balāgah teaching material on the media aspect is in the "good" category with an average score of 80.5. Third, the assessment of the usage aspect, the results show that the balāgah teaching material on the usage aspect is in the "good" category with the average value of 80.

The balāgah teaching material that has been developed can be applied by various methods: Jigsaw method, discussion and question and answer method, and direct method (text analysis).

REFERENCES


