



Balaghah Learning Innovation Based on Problem-Based Learning

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Abstract

This article explores the implementation of Problem-Based Learning (PBL) in enhancing the teaching of balaghah (Arabic rhetoric) among undergraduate students. The study examines how PBL encourages active student engagement and fosters critical thinking through collaborative tasks, particularly in the design of multiple-choice questions. By shifting students from passive receivers of information to active creators of knowledge, PBL facilitates deeper comprehension of balaghah concepts. The research findings align with previous studies, demonstrating that PBL not only improves understanding but also increases retention of complex rhetorical principles. The article also discusses challenges encountered, such as varying levels of student comprehension, and proposes solutions like incorporating cooperative learning strategies. The results highlight the importance of pedagogical innovation, showing that PBL offers an effective approach to modernizing the teaching of classical disciplines such as balaghah.

Keywords: *Balaghah, Innovation, Problem-Based Learning, Higher Education, Multiple Choice Questions*

Introduction

Arabic language learning has various objectives aimed at mastering important aspects of the language, including: (1) mastery of the elements of Arabic, such as phonology (sounds), vocabulary, expressions, and grammatical structures; (2) effective use of Arabic in communication; and (3) understanding Arab culture, which encompasses thoughts, values, customs, ethics, and arts.¹ To achieve these goals, students are required to study various branches of Arabic language sciences, including grammar (*nahwu*), morphology (*shorof*), and rhetoric (*balaghah*).²

Higher education Arabic language learning generally begins with understanding the language from a structural aspect, through the study of *nahwu* and *shorof*. Once students master these foundational elements, they are then directed to study Arab culture and literature, which are closely related to the science of *balaghah*. In line with Tammam Hasan's view, *balaghah* is a continuation of the study of *nahwu*.³ As one of the branches of Arabic language science, *balaghah* plays a crucial role in understanding the beauty of the Arabic language and the richness of meanings contained within it, especially in the context of literature and culture. In higher education, *balaghah* becomes a key component of the Arabic Language Education (PBA) curriculum because this knowledge not only helps students understand classical texts but also hones their

¹Ahmad Muradi, "Tujuan Pembelajaran Bahasa Asing (Arab) Di Indonesia," *Jurnal Al-Maqayis* 1, no. 1 (2013).

²Hikami Rafsanjani, Muh. Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Problematisasi Mahasiswa dalam Manajemen Skill Berbahasa Arab pada Perguruan Tinggi di Kalimantan," *Jurnal Basicedu* 6, no. 3 (May 2022): 5166–80, <https://doi.org/10.31004/basicedu.v6i3.3072>.

³R. Taufiqurrochman, "Resistematisasi dan Restrukturalisasi Ilmu Ma'ani dalam Desain Pembelajaran Ilmu Balaghah," *LiNGUA: Jurnal Ilmu Bahasa dan Sastra* 5, no. 1 (October 17, 2011), <https://doi.org/10.18860/ling.v5i1.615>.

ability to use the language effectively in modern contexts.⁴ Balaghah, as an important branch of Arabic linguistics, has a strategic role in the good and correct mastery of the language. However, based on the results of a survey of PBA students, it was found that around 70% of students found it difficult to understand the balaghah material, especially in associating theoretical concepts with practical applications in classical and modern texts. This shows that conventional teaching methods are less effective in improving student understanding.

Challenges in balaghah learning are often encountered, particularly related to teaching methods that tend to be passive, where the learning process is dominated by monotonous presentations and relies heavily on the role of the lecturer (teacher-centered).⁵ This approach often limits active student participation in the learning process, as they merely receive information without being directly involved in problem-solving or applying the theories studied.⁶ Nevertheless, the teacher-centered method cannot be entirely blamed, as differences in understanding and abilities among student groups make the application of more interactive methods difficult.

In an effort to address this issue, innovation in teaching methods becomes a necessity. One approach that can be applied is Problem-Based Learning (PBL). PBL is a student-centered learning method where students are presented with

⁴Ikhwan Nur Rois, "Pemanfaatan E-Learning Sebagai Media Pembelajaran pada Mata Kuliah Balaghah at-Tathbiqiyah di STAI Masjid Syuhada Yogyakarta," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (June 28, 2021): 20–30, <https://doi.org/10.36668/jih.v4i1.204>.

⁵Diana Ayu, "Analisis Faktor Kesulitan Belajar Balaghah Mahasiswa Pendidikan Bahasa Arab Kelas A 2021 Universitas Islam Negeri Maulana Malik Ibrahim Malang," *Maliki Interdisciplinary Journal* 1, no. 4 (December 2023): 371–75.

⁶Deni Kurniasih, "Implementasi Model Pembelajaran Contextual Teaching And Learning (CTL) Dalam Pelajaran IPA Di Sekolah Dasar," in *Social, Humanities, and Educational Studies (SHES): Conference Series*, vol. 3, 2021, 285–93.

problems that must be solved, thus encouraging active involvement, collaboration, and the development of analytical and evaluative skill.⁷ PBL allows students to better understand theoretical concepts through real applications and direct problem-solving.

Research conducted by Ainin reveals that the application of the Problem-Based Learning (PBL) model in Arabic Research Methodology learning can create a supportive learning atmosphere.⁸ Students feel happy, valued, and actively engaged, and they receive appreciation. Additionally, the PBL model can also be combined with other methods, as demonstrated by Indraswari, who combined PBL with the STAD cooperative method. This combination proved effective in improving the reading skills of tenth-grade students, as evidenced by the improvement in learning outcomes during the study.⁹ Thus, PBL plays an important role in creating a positive and egalitarian learning environment, encouraging active student involvement in the learning process.¹⁰ Problem-Based Learning (PBL) is a student-centered learning method, where learning begins with a problem faced in the real world. According to Barrows, PBL directs students to independently find solutions to given problems, with active involvement in the process of analysis and problem solving. In the context of learning balaghah, the PBL method can be applied by providing students with problems related to the

⁷Dede Hertina et al., *Metode Pembelajaran Inovatif Era Digital: Teori dan Penerapan* (PT. Green Pustaka Indonesia, 2024), 3.

⁸Moh. Ainin, "Efektifitas Penggunaan Pendekatan Pembelajaran Berbasis Masalah (problem Based Learning) Dalam Pembelajaran Matakuliah Metodologi Penelitian Bahasa Arab," *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni dan Pengajarannya* 45, no. 2 (August 1, 2017): 197–207, <https://doi.org/10.17977/um015v45i22017p197>.

⁹Retno Indraswari, "Penerapan Paduan Pembelajaran Problem Based Learning (Pbl) Dan Kooperatif Type Student Teams Achievement Division (Stad) Untuk Meningkatkan Keterampilan Membaca Bahasa Arab," *Lisanul Arab: Journal of Arabic Learning and Teaching* 3, no. 1 (2014), <https://doi.org/10.15294/la.v3i1.4135>.

¹⁰Adela Fitria Audry, Hardiansyah Hardiansyah, and Amalia Rezeki, "Pengembangan E-LKPD Berbasis Problem Based Learning Pada Materi Sistem Gerak Kelas XI," *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial* 1, no. 3 (2022): 128–39.

understanding of classical and modern texts, so that students can relate the theory of balaghah with its application in real life.¹¹

One innovative implementation of PBL in balaghah learning is through the task of preparing multiple-choice questions by students after they have presented in class. This task not only serves as an evaluation of their understanding of the material but also as a means for them to collaborate, analyze, and design questions directly related to the material presented.¹² Consequently, students are required to understand concepts more deeply in order to formulate quality questions. This process encourages them to think critically and engage actively in learning.

This method also offers dual benefits: on one hand, students who prepare the questions can enhance their analytical understanding of balaghah concepts; on the other hand, the questions they create can be used as evaluation tools to test their peers' understanding.¹³ This makes the task of preparing questions a part of a collaborative learning strategy that not only enhances individual understanding but also contributes to overall classroom learning. Thus, this study will examine how the application of the Problem-Based Learning method through the task of preparing multiple-choice questions can increase students' understanding of balaghah concepts.

¹¹Howard S Barrows, Robyn M Tamblyn, and others, *Problem-Based Learning: An Approach to Medical Education*, vol. 1 (Springer Publishing Company, 1980).

¹²Noly Shofiyah and Fitria Eka Wulandari, "Model Problem Based Learning (PBL) dalam Melatih Scientific Reasoning Siswa," *JPPIPA (Jurnal Penelitian Pendidikan IPA)* 3, no. 1 (2018): 33–38.

¹³Nursiwi Nugraheni dkk., "Pembuatan Aplikasi Soal Berbasis Android di SD Labschool Unnes," *Rekayasa: Jurnal Penerapan Teknologi Dan Pembelajaran* 16, no. 2 (2019): 149–54.

Method

This research employs a case study on students of Arabic Language Education (PBA) who were assigned to create multiple-choice questions after a presentation on the subject of rhetoric (balaghah). The subjects of this study are fifth-semester PBA students at UIN Sunan Kalijaga Yogyakarta, totaling 50 individuals selected based on the criteria of actively participating in rhetoric classes and having completed courses in grammar (*nahwu*) and morphology (*shorof*).

The instruments used in this research include participatory observation conducted during the learning process, as well as semi-structured interviews with students to gain a deeper understanding of their experiences in creating questions and how creating questions helps to improve their understanding of the science of balaghah. Observations focused on student engagement in group discussions and their ability to formulate questions that reflect their understanding of rhetorical concepts.

The research procedure began with a presentation on rhetoric led by the instructor. After the presentation, students were divided into discussion groups to discuss the material presented. Each group was then tasked with creating multiple-choice questions related to the recently discussed rhetoric material. Once the questions were formulated, an evaluation was conducted to measure students' understanding through an analysis of the questions created, including the quality of the questions in terms of difficulty, relevance, and their ability to test students' analytical skills. Data collected from observations and interviews were analyzed using a thematic approach to explore students' understanding and skills.

Results and Discussion

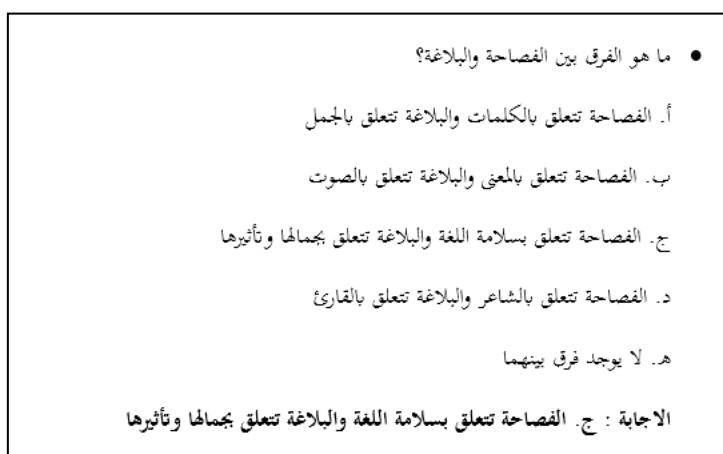
Results

It 'This study aims to analyze the implementation of Problem-Based Learning (PBL) through the task of developing multiple-choice questions to enhance students' understanding of balaghah concepts. The balaghah classes were conducted twice a week, with 2 credit hours for each session. In the first session, students presented their topics, which were followed by additional explanations from the lecturer. The following session was used to assess students' understanding and evaluate the multiple-choice questions they had developed based on their presentations. In addition to evaluating comprehension, the questions were reviewed for appropriateness and quality in terms of Arabic language usage.



Picture 1. Additional explanations from the lecturer

The task required each presentation group to create 10 multiple-choice questions related to the material they had presented. Each question needed to be relevant to the balaghah concepts covered. These questions were evaluated by the lecturer for both content quality and Arabic language accuracy. Students also received feedback on their question development.



Picture 2. Multiple-choice question

In this example, the question tests students' understanding of the fundamental differences between *fashahah* and *balaghah*. The correct answer (ج) emphasizes that *fashahah* relates to the linguistic correctness and clarity, while *balaghah* is concerned with the aesthetic beauty and rhetorical impact of the language. This distinction is crucial in understanding the core concepts of *balaghah*, which often focuses not only on the grammatical accuracy of language but also on its effectiveness in communication.

By requiring students to create questions like this, the exercise encourages deeper engagement with the material as they must critically reflect on the concepts they have learned. In this case, they need to accurately differentiate between key terminologies in *balaghah*, such as *fashahah* and *balaghah*. Furthermore, students are also tasked with formulating plausible distractor answers, which enhances their critical thinking as they need to anticipate common misconceptions or misunderstandings that their peers might have.

The lecturer's feedback on these questions ensures that the students' comprehension is aligned with the learning objectives, providing clarity and refinement where necessary. This process not only helps students better

understand *balaghah* but also trains them to be more analytical and reflective in their approach to studying rhetorical concepts.

Based on interviews with several students, there are diverse opinions regarding the implementation of multiple-choice question development as a learning method for *balaghah*. Some students believe that this method enhances their understanding. One student remarked, "In my opinion, creating questions like this is helpful because we automatically have to know the answers as well. However, it's somewhat difficult to come up with incorrect answer choices." This indicates that developing questions aids students in gaining a deeper understanding of the material.

Conversely, other students feel that this method is more suitable for those who already possess a strong understanding and a broad vocabulary. One student expressed, "I prefer tests because they allow us to recall and assess how much we truly understand." This opinion highlights a preference for multiple-choice tests, which are perceived as more engaging and effective in evaluating students' comprehension.

Fatimah noted that although she found the task of creating questions less helpful for understanding *balaghah* concepts, she acknowledged that it increased student engagement within groups, as tasks were divided among group members. She explained, "For example, student A in one group creates questions for numbers 1-3, and then the next student continues." This illustrates that despite some shortcomings in conceptual understanding, group involvement is maintained through task distribution.

Similarly, Putri Nabila offered a more positive perspective, stating that such tasks were quite helpful in understanding *balaghah* concepts. She remarked, "In

making questions, I have to read the text again to ensure my questions align with what is taught." This indicates that the process of question development encourages students to actively review the material that has been taught, thus enhancing their understanding and reflecting the idea that the task promotes active engagement with the content.

Both students agreed that the task of question development allowed for collaborative engagement among group members. Fatimah highlighted that involvement occurred when they discussed and answered the questions posed. Putri added that despite challenges within the group, such as members who did not actively contribute, the task still provided an opportunity for students to work together and share their understanding.

Overall, these interviews reveal that while developing multiple-choice questions can enhance understanding for some students, there is a need for greater variety in assessment methods. Students suggested that multiple-choice tests be used more frequently, as they are easier to observe and measure comprehension. Therefore, the findings of this study indicate that the application of multiple-choice question development in balaghah instruction can improve understanding for some students, although there is a need for varied assessment methods to accommodate different preferences.

Discussion

The results of this study indicate that the implementation of Problem-Based Learning (PBL) through the task of creating multiple-choice questions enhances students' active engagement in the learning process of *balaghah* (rhetoric). As observed in this research, students become more critical in understanding the concepts of *balaghah* when they are required to design questions that align with the material being studied. This finding aligns with previous research which emphasizes that PBL creates a collaborative learning environment where students are involved in knowledge creation rather than merely receiving information.¹⁴ Research by A. Y. Putri et al. (2024) also supports this finding, showing that tasks involving the creation of questions and written discussions as inclusive approaches foster deeper understanding and critical thinking among students. These methods not only enhance students' engagement but also encourage passive students to actively participate, thus creating a more inclusive and responsive learning environment.¹⁵

In the task of creating multiple-choice questions, students do not just passively receive information; they are required to think critically and analytically and collaborate with their peers in designing questions relevant to the discussed material. This encourages them to understand the material more deeply in order to formulate appropriate and high-quality questions. This process promotes

¹⁴Dewi Qurrotul A'yun, "Pencapaian Hasil Belajar Melalui Model Problem-Based Learning," *Tajdidukasi: Jurnal Penelitian Dan Kajian Pendidikan Islam* 9, no. 2 (2019): 96.

¹⁵Arizkylia Yoka Putri dkk., "Pembuatan Soal Mandiri dan Diskusi Tertulis Sebagai Pendekatan Inklusif Untuk Mahasiswa Generasi Z," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (October 27, 2024): 1429–39, <https://doi.org/10.53299/jppi.v4i4.776>.

critical and analytical thinking, as well as collaboration among peers in designing questions relevant to the material studied.¹⁶

Previous research has shown that Project-Based Learning (PBL) can significantly enhance students' critical and collaborative thinking skills.¹⁷ The application of the PBL learning model not only fosters scientific reasoning but also proves to be more effective in improving learning outcomes compared to conventional approaches.^{18,19} This is supported by findings that indicate PBL encourages active engagement among students, particularly in the context of learning *balaghah*, which has traditionally relied on more passive teaching methods.

Moreover, the implementation of PBL in the task of creating multiple-choice questions also positively impacts students' understanding of *balaghah* concepts. The process of question formulation encourages students to delve deeper into the material, thus creating a more active and inclusive learning environment. This is consistent with previous studies that demonstrate that PBL increases student engagement in the learning process.^{20,21}

¹⁶Mufiendah Fitri Fitriana, "Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Mata Pelajaran Akuntansi Keuangan Pada Siswa XII Akuntansi SMKN 44 Jakarta," *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP* 2, no. 1 (2021): 51–60.

¹⁷Mareta Nugraha Putri, "The Application of Problem Based Learning Model To Increase Students Achievement In Indonesian Subject," in *Social, Humanities, and Educational Studies (SHES): Conference Series*, vol. 3, n.d., 336–40.

¹⁸Shofiyah and Wulandari, "Model Problem Based Learning (Pbl) Dalam Melatih Scientific Reasoning Siswa."

¹⁹Ainin, "Efektifitas Penggunaan Pendekatan Pembelajaran Berbasis Masalah (problem Based Learning) Dalam Pembelajaran Matakuliah Metodologi Penelitian Bahasa Arab."

²⁰A Murni, RD Anggraini, and others, "The Effectiveness of Learning Instruments on the Topic of the Set Using Problem-Based Learning Model at Islamic Junior High School in Pekanbaru," in *Journal of Physics: Conference Series*, vol. 1088 (IOP Publishing, 2018), 012050.

²¹Muhammad Sirod, "Implementasi Inquiry-Based Learning di Masa Pandemi (Studi Kasus di Aba St. Pignatelli Surakarta)," *Media Akuntansi* 33, no. 02 (2021): 123–49.

However, despite the numerous benefits, the implementation of PBL also faces several challenges. One challenge identified in this study is the difference in understanding levels among students. Some students struggle to formulate questions that accurately reflect the concepts of balaghah, while other students prefer test methods as they believe these help them recall and assess their understanding in a more structured way. To address this issue, the role of the instructor is crucial in providing additional guidance and adjusting the learning approach according to each student's needs.²²

Additionally, combining PBL with other learning methods, such as cooperative learning, can be an effective strategy to address individual differences in understanding. By encouraging students to apply balaghah theory in real-world contexts, PBL proves to be an effective tool in enhancing understanding and retention of balaghah concepts among students. The results of this study also underscore the importance of innovation in teaching methods, such as the implementation of PBL, as an effort to improve the effectiveness of balaghah learning. Encouraging students to apply theory in real situations has been shown to enhance their understanding and memory of balaghah concepts.

Conclusion

This research demonstrates that the implementation of Problem-Based Learning (PBL) in the teaching of balaghah effectively enhances student engagement, critical thinking, and the ability to apply theoretical concepts. By involving students in the process of designing multiple-choice questions, PBL

²²Rini Dian Anggraini, Nahor Murani Hutapea, and Aisyah Amalina, "Perangkat Pembelajaran Matematika Berbasis Problem Based Learning Untuk Materi Sistem Persamaan Linear Tiga Variabel (Sebuah Studi Pengembangan)," *Juring (Journal for Research in Mathematics Learning)* 4, no. 4 (2021): 339–50.

transforms the traditional passive learning environment into one that is active and collaborative. This shift encourages students to critically engage with balaghah material, promoting a deeper understanding and retention of rhetorical concepts.

The findings highlight that PBL is particularly valuable in overcoming the challenges often faced in the teaching of abstract linguistic subjects. While PBL shows promise in advancing students' understanding, the variation in student abilities suggests that integrating PBL with other instructional methods, such as cooperative learning, may be necessary to ensure inclusivity and balanced learning outcomes.

In terms of advancing the field, this study suggests that PBL could be applied more broadly in the teaching of classical disciplines, providing a more interactive and student-centered approach to learning. Future research could explore the long-term impact of PBL on student performance and investigate its application in other areas of Arabic linguistics and literature. Additionally, further experiments could examine how combining PBL with digital tools can further enhance its effectiveness in modern educational settings.

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