

Innovation in Balaghah Learning through the Development of an Infographic-Based E-Module (A Theoretical Review)

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Abstract

This study aims to theoretically examine the innovation of balaghah learning through the development of infographic-based e-modules as an effort to enhance the effectiveness and attractiveness of the teaching and learning process. Balaghah, as one of the important branches of Arabic linguistics, is often considered difficult for students to understand due to its abstract nature and dense concepts. Therefore, it is necessary to innovate learning media that can visualize balaghah concepts in a simple, systematic, and interactive manner. Infographic-based e-modules are considered relevant because they combine the power of visuals with concise conceptual explanations, thus facilitating comprehension and retention of the material. This article discusses the theoretical foundation of e-module development, the principles of effective infographic design, and its implications for balaghah learning. The study emphasizes that the use of infographics in e-modules has the potential to increase learning motivation, strengthen conceptual understanding, and support more efficient independent learning. These theoretical findings are expected to serve as a reference for Arabic language learning media developers and educators to integrate visual technology into balaghah instruction.

Keywords: Balaghah Learning; Infographic-Based E-Module; Arabic Language Education

INTRODUCTION

Balaghah, as one of the main branches in the study of Arabic linguistics, plays a crucial role in enhancing rhetorical skills, understanding classical texts, and mastering the

aesthetics of language. In the Islamic scholarly tradition, *balaghah* is not only regarded as a linguistic skill but also as a hermeneutic instrument that helps to uncover the deeper meanings of the Qur'an and classical Arabic literary works (Al-Azzam, 2019). However, in the context of modern education, especially in higher education, the study of *balaghah* is often considered difficult, abstract, and monotonous due to the conventional approaches that remain largely lecture- and text-based (Al-Qahtani, 2021).

The development of digital technology in education requires innovations in learning that are more interactive and contextual. One form of innovation that has received considerable attention is the use of multimedia-based e-modules, which allow for the integration of text, visuals, and user interaction (Prastowo, 2020). Digital modules developed with an infographic approach have the potential to present complex materials such as *balaghah* in a simpler, more visual, and easily comprehensible manner for students. Infographics as learning media have been proven to enhance engagement, visual memory, and the understanding of abstract concepts (Smiciklas, 2012; Sirait & Simatupang, 2020).

Moreover, the shift in learning patterns among digital-native students necessitates the use of media that aligns with visual and interactive learning styles. Previous studies have shown that interactive e-module-based learning can increase motivation, engagement, and learning outcomes compared to traditional methods (Sari & Putra, 2021). However, specific studies on the development of infographic-based e-modules for *balaghah* courses remain relatively limited, leaving a research gap to be addressed.

Based on this background, this article aims to examine the innovation of *balaghah* learning through the development of infographic-based e-modules. The main focus of this study is how infographics can simplify abstract *balaghah* concepts, enhance learning effectiveness, and provide students with a more engaging and meaningful learning experience.

METHOD

This article is structured using the method of library research and theoretical review. This approach was chosen because the purpose of the study is not to empirically

test a product, but rather to examine the relevance, concepts, and theoretical implications of developing infographic-based e-modules in Balaghah learning. According to Snyder (2019), a theoretical review enables researchers to integrate, synthesize, and critically evaluate various relevant literatures in order to formulate new perspectives on a field of study.

Data Sources

The data sources in this study consist of primary and secondary literature, including:

1. Balaghah scholarship: classical and contemporary textbooks on Arabic rhetoric.
2. Pedagogical literature: studies on Arabic language learning, instructional design, and e-learning.
3. Educational media literature: studies on e-modules, infographics, and digital learning innovations.

The literature sources were obtained through academic databases such as Google Scholar, Scopus, and ProQuest, as well as references from books relevant to the research topic.

Analysis Procedure

The procedure of the literature review was carried out in the following stages:

1. **Identification:** selecting literature relevant to the themes of Balaghah learning, e-modules, and infographics.
2. **Classification:** categorizing literature into groups such as: theoretical foundations of Balaghah, principles of e-module design, and the effectiveness of infographics in learning.
3. **Critical Analysis:** examining the gaps, strengths, and limitations of previous research (Booth, Sutton, & Papaioannou, 2016).
4. **Synthesis:** constructing a conceptual framework on the innovation of Balaghah learning through infographic-based e-modules.

Validity of the Study

To ensure the validity of the study, source triangulation strategies were employed by comparing various studies from international journals, academic books, and relevant national research findings. This approach aligns with Torraco's (2016) view that a

theoretical review must be systematic, critical, and contributive to the development of knowledge.

FINDINGS

Based on the theoretical review and literature analysis, several key findings were obtained regarding the innovation of Balaghah learning through the development of infographic-based e-modules:

The Complexity of Balaghah Requires Visual-Interactive Media

Studies indicate that learning Balaghah is often considered difficult due to the abundance of abstract concepts and technical terms (Al-Qahtani, 2021). Reliance on lecture methods and written texts makes it difficult for students to grasp the practical relevance of Balaghah in Arabic communication. Therefore, there is a need for learning media that can present complex concepts in a simple and interactive way.

E-Modules as Innovative Learning Media

E-modules are considered one of the innovative solutions in education because they are flexible, easily accessible, and capable of integrating multimedia elements (Prastowo, 2020). Previous research has shown that interactive e-modules can improve learning outcomes, motivation, and student engagement compared to conventional printed modules (Sari & Putra, 2021). Thus, the use of e-modules in Balaghah learning is relevant for enhancing teaching effectiveness.

The Effectiveness of Infographics in Simplifying Information

Infographics have been proven to present complex data in visual forms that are easy to understand, engaging, and quickly absorbed by students (Smiciklas, 2012). In the context of language learning, the use of infographics enhances memory retention and the understanding of abstract concepts (Sirait & Simatupang, 2020). Therefore, applying infographics in Balaghah e-modules makes the delivery of complex rhetorical concepts more communicative.

Integration of Technology and Pedagogy

Studies reveal that the success of educational innovation is not determined solely by the use of technology, but also by its integration with appropriate pedagogical strategies (Morrison, Ross, & Kemp, 2019). This means that infographic-based e-modules in Balaghah learning need to be designed with proper instructional design principles, making them not only visually appealing but also supportive of achieving learning objectives.

Research Gap

The literature review shows that studies on infographic-based e-modules have been widely conducted in science, mathematics, and general education subjects (Sari & Putra, 2021), but remain limited in the field of Arabic studies, particularly Balaghah. This highlights the need for further research to empirically test the effectiveness of infographic-based e-modules in the context of Balaghah learning.

DISCUSSION

The theoretical review indicates that innovation in Balaghah learning through the development of infographic-based e-modules carries strong urgency in the context of contemporary Arabic language education. The complexity of Balaghah material, which has long been perceived as difficult for students to grasp due to its abstract nature, can be bridged with a visual-interactive approach. This aligns with Paivio's dual coding theory, which asserts that presenting information both verbally and visually enhances comprehension and memory retention (Clark & Paivio, 1991). Thus, the application of infographics in Balaghah e-modules represents a strategic step to accommodate the learning styles of modern students.

From a pedagogical perspective, the use of infographic-based e-modules also aligns with the principles of constructivist learning, which emphasize the importance of students' active involvement in building their own understanding (Jonassen, 1999). E-modules enable students to learn independently, access materials according to their needs, and interact with content through engaging visualizations. This stands in contrast to

conventional approaches that tend to be lecturer-centered, offering limited opportunities for students to independently explore Balaghah concepts.

However, this innovation does not rely solely on technological aspects but must also consider appropriate instructional design. As Morrison, Ross, and Kemp (2019) note, effective instructional design requires coherence among learning objectives, instructional strategies, and the media employed. In other words, infographic-based e-modules will only be effective if they are designed in alignment with the competencies expected in Balaghah courses, such as the ability to analyze linguistic styles, appreciate rhetorical beauty, and apply Balaghah concepts in texts.

Furthermore, the use of infographics in e-modules not only enhances visual appeal but also provides opportunities for students to develop visual literacy. In the 21st-century context, visual literacy is an essential skill that supports the critical comprehension of information (Avgerinou & Pettersson, 2020). This demonstrates that infographic-based Balaghah learning contributes not only to linguistic understanding but also to the development of students' digital competencies.

Nevertheless, several limitations remain to be addressed. First, most studies on infographic-based e-modules have focused on science and general education, while research in Arabic studies, particularly Balaghah, remains scarce (Sari & Putra, 2021). Second, the effectiveness of infographic-based e-modules in Balaghah learning still needs to be tested through empirical studies with experimental designs for more measurable outcomes. Third, the readiness of lecturers and students to use digital technology must also be considered, given the disparities in access and technological literacy across higher education institutions.

In conclusion, this review underscores that the development of infographic-based e-modules holds significant potential as an innovation in Balaghah learning. Beyond improving students' comprehension, this approach also opens avenues for further research on the design, implementation, and empirical evaluation of such products. This innovation is expected not only to enrich Arabic language teaching methods but also to contribute to the advancement of digital pedagogy in Islamic higher education.

CONCLUSION

Balaghah learning, as an essential part of Arabic language studies, faces significant challenges in the modern era, particularly due to its abstract nature, complex terminology, and teaching methods that remain predominantly text- and lecture-based. This condition often causes students to struggle in understanding rhetorical concepts that should, in practice, be applicable to the comprehension of literary texts as well as the Qur'an. Theoretical studies indicate that the development of infographic-based e-modules is one of the promising innovative strategies to address these issues. E-modules provide flexibility, accessibility, and opportunities for multimedia integration, while infographics present abstract concepts in simpler, more engaging, and easily comprehensible visual forms. The synergy between the two is believed to enhance learning motivation, conceptual understanding, and more active student engagement.

Theoretically, this innovation supports modern learning paradigms that emphasize constructivism, visual literacy, and the use of digital technology. Nevertheless, it should be emphasized that this review remains at a conceptual level, and thus the effectiveness of infographic-based e-modules in Balaghah learning requires further testing through empirical research. Therefore, it can be concluded that innovation in Balaghah learning through infographic-based e-modules is highly relevant to the needs of 21st-century education. This innovation not only paves the way for more engaging and effective learning but also provides opportunities for further research that contributes to the development of Arabic language teaching methodologies in higher education.

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