Enhancing Arabic Rhetoric Education through Mind Mapping: A Focus on Bayan & Badi'

Menik Mahmudah [1]
Lailil Maghfiroh [2]
Nur Hanifansyah [3]
Sultan Abdus Syakur [4]

Email**:** [1] Menik.mahmudah@gmail.com, [2] laililmaghfiroh0502@gmail.com
[3] Nurhanifansyah@uiidalwa.ac.id, [4] 2023184052@ses.yu.edu.jo

[1,2]Sekolah Tinggi Agama Islam Al-Yasini Pasuruan Indonesia
[3]Universitas Islam Internasional Darullughah Wadda'wah Pasuran Indonesia
[4]Yarmouk University Yordania

Abstract

Thousands of students study Arabic rhetoric every year, yet only a handful truly grasp its beauty and complexity." This gap is not merely a matter of student capability but also a result of monotonous teaching materials and ineffective instructional methods. This study aims to develop Arabic rhetoric teaching materials focusing on Ilm al-Bayan and Ilm al-Badi' using a mind mapping approach. This approach seeks to enhance students' understanding and skills in comprehending complex rhetorical concepts in a more systematic and engaging manner. The research method employed is Research and Development (R&D) using the Borg & Gall model, which includes stages such as needs analysis, initial product design, expert validation, revisions, field testing, and product refinement. Data were collected through observations, semi-structured interviews, and document analysis involving 30 final-year students at Sekolah Tinggi Agama Islam Al-Yasini. The findings reveal that using mind mapping in teaching Arabic rhetoric significantly improves conceptual understanding, student engagement, and instructional appeal. Evaluations by material experts, instructional tool experts, and graphic design experts resulted in scores of 98.7% (Excellent), 90% (Excellent), and 88.7% (Very Good), respectively. These findings affirm that the developed teaching materials are valid, effective, and capable of enhancing students' learning outcomes in understanding Arabic rhetoric. This study

recommends adopting mind mapping as an innovative strategy in teaching Arabic rhetoric to achieve more effective and sustainable learning outcomes.
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Keywords: *Ilm al-Bayan, Ilm al-Badi', Mind Mapping, Arabic Rhetoric Instruction, Teaching Material Development.*

Introduction

Arabic rhetoric (Balāghah) is a crucial aspect of Arabic linguistic studies, particularly in understanding the depth and artistic beauty of the language. However, its instruction presents challenges due to the abstract nature of rhetorical concepts, which require a strong foundation in linguistic analysis and cognitive processing. Among the three main branches of Balāghah—Ilm al-Ma'ani (semantics), Ilm al-Bayan (figures of speech), and Ilm al-Badi' (rhetorical embellishments)—students often struggle with Ilm al-Bayan and Ilm al-Badi' due to their complex theoretical frameworks and the necessity for deep textual interpretation.

Traditional instructional methods in Arabic rhetoric tend to be heavily text-based, relying on rote memorization of definitions and examples without interactive or visual engagement[1]. This approach often leads to low comprehension levels, lack of student motivation, and difficulty in applying rhetorical principles in actual language use. The absence of structured and engaging teaching materials further exacerbates these issues, limiting students' ability to grasp the nuances of Balāghah.

Mind mapping has emerged as an effective pedagogical tool for visualizing relationships between concepts, fostering active learning, and simplifying complex ideas. Research in cognitive science and language education has demonstrated that mind maps enhance memory retention, analytical thinking, and conceptual clarity. This study explores the integration of mind mapping in teaching Ilm al-Bayan and Ilm al-Badi' as a means to enhance students'

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[1] Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia* Vol 6, no. No 2 (2024): 165–84, http://dx.doi.org/10.31958/lughawiyah.v6i2.13456.

understanding, engagement, and practical application of Arabic rhetorical concepts[2]. By structuring learning materials using mind maps, this research aims to bridge the gap between traditional rhetoric instruction and modern educational methodologies, ultimately improving students' mastery of Arabic rhetoric

The Arabic language is one of the core fields of study in Islamic schools and universities in Indonesia. As such, it serves as a primary gateway in the curricula of Islamic educational institutions, which undergo continuous improvements in quality and quantity across all aspects to meet the growing demands. These ongoing enhancements aim to make Arabic language education more effective and impactful.

The Arabic language encompasses several branches of study[3], including grammar (Nahw), morphology (Sharaf), rhetoric (Balāghah), reading comprehension (Mutala'ah), vocabulary (Mufradat), and literary texts (Nusus al-Adab). Among these, rhetoric (Balāghah) is a discipline that delves into the deep meanings, beauty, and miraculous nature of the Arabic language, especially in the style of the Qur'an. For poets, it serves as a measure of their ability to express thoughts and emotions through eloquent and imaginative sentences. Therefore, teaching rhetoric is essential for those deeply engaged in studying Arabic[4].

According to Muhammad Hafiz[5] (2018), rhetoric experts agree that Balāghah is divided into three branches: 'Ilm al-Ma'ani (Semantics), 'Ilm al-Bayan (Figures of Speech), and 'Ilm al-Badi' (Rhetorical Embellishments). 'Ilm al-Ma'ani focuses on the linguistic structures that align with contextual appropriateness. 'Ilm al-Bayan deals with similes, metaphors, and metonymy, while 'Ilm al-Badi' explores stylistic devices that enhance both meaning and expression. This study focuses on

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[2] Muhamad Solehudin and Nur Hanifansyah, "Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics," *International Journal of Arabic Language Teaching* 6, no. 02 (December 22, 2024): 143–56, https://doi.org/10.32332/ijalt.v6i02.9920.

[3] Oumaima Oueslati et al., "A Review of Sentiment Analysis Research in Arabic Language," *Future Generation Computer Systems* 112 (November 2020): 408–30, https://doi.org/10.1016/j.future.2020.05.034.

[4] Hanik Mahliatussikah, "Development of Interactive Learning Media 'Lectora Inspire' for Balaghah Learning:" (International Seminar on Language, Education, and Culture (ISoLEC 2021), Malang, Indonesia, 2021), https://doi.org/10.2991/assehr.k.211212.024.

[5] Muhammad Hafidz, "MEMAHAMI BALAGHAH DENGAN MUDAH," *Journal TA'LIMUNA* 7, no. 2 (October 8, 2018): 129–45, https://doi.org/10.32478/talimuna.v7i2.187.

'Ilm al-Bayan and 'Ilm al-Badi' because, at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan, rhetoric education is divided into two levels: the third year covers 'Ilm al-Ma'ani, while the fourth year focuses on 'Ilm al-Bayan and 'Ilm al-Badi'.

As noted by Mu'min (2017)[6], rhetoric is considered one of the most challenging subjects for Arabic language students in Indonesia. This is because rhetoric is closely intertwined with other Arabic linguistic sciences such as grammar and morphology. Additionally, studying rhetoric requires deep analytical thinking, as it involves numerous rules, techniques, and interrelated concepts, making it a complex subject. Furthermore, the teaching of rhetoric in the fourth year at Sekolah Tinggi Agama Islam Al-Yasini lacks suitable teaching materials. From interviews with students and rhetoric instructors, it was revealed that the existing materials are inadequate, featuring limited examples, unclear lesson plans, lack of engaging content, and insufficient exercises to measure student understanding effectively.

Stokhof et al. (2020) found that mind maps enhance student questioning by improving knowledge visualization and engagement. Involving 10 teachers and 231 students, the study showed significant gains in learning outcomes and curriculum understanding through guided questioning supported by mind maps[7]. Alsuraihi (2022) examined the effectiveness of mind maps in online learning and assessment during the COVID-19 pandemic in Saudi Arabia. Involving medical physics students, the study revealed that while satisfaction levels remained consistent across surveys, students reported improved skills in organizing, planning, decision-making, and critical thinking[8]. Despite changes in assessment methods, no significant differences were found in grade distributions between pre- and post-pandemic terms, highlighting mind mapping's adaptability for online

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[6] Mukmin Mukmin, " تطوير الكتاب التعليمي في مادة البلاغة على ضوء التعليم و التعلم السياقي لطلاب قسم تعليم اللغة العربية بجامعة رادين فتاح الإسلامية الحكومية بفاليمبانج" (Doctoral thesis, Universitas Islam Negeri Maulana Malik Ibrahim., 2017), http://etheses.uin-malang.ac.id/11768/.

[7] Harry Stokhof et al., "Using Mind Maps to Make Student Questioning Effective: Learning Outcomes of a Principle-Based Scenario for Teacher Guidance," *Research in Science Education* 50, no. 1 (February 2020): 203–25, https://doi.org/10.1007/s11165-017-9686-3.

[8] Amany A. Alsuraihi, "The Effect of Implementing Mind Maps for Online Learning and Assessment on Students during COVID-19 Pandemic: A Cross Sectional Study," *BMC Medical Education* 22, no. 1 (December 2022): 169, https://doi.org/10.1186/s12909-022-03211-2.

education. Dong et al. (2021) found that mind mapping tools enhance sustainable creativity in graphic design education. Involving 35 design students, the study showed that mind maps improve pre-conceptualization, stimulate creativity, and sustain innovative thinking, making them valuable tools for fostering creative abilities[9]. Hassanzadeh et al. (2021) found that computer-aided concept mapping (CACM) using Inspiration® software improved lexical diversity in EFL students' writing, though it showed no link to overall writing quality. The study highlights CACM's value in enhancing vocabulary use in academic writing[10]. Feng et al. (2023) examined the effects of the mind-mapping technique on EFL learners' vocabulary recall, retention, learning motivation, and willingness to communicate (WTC). Involving 98 Iranian EFL learners, the study found that the experimental group (mind-mapping instruction) significantly outperformed the control group (conventional instruction) in all measured areas. The results highlight mind mapping as an effective strategy for enhancing vocabulary learning, motivation, and communication willingness in EFL contexts[11].

The distinction of this study lies in its focus on applying mind mapping specifically to Arabic language education, particularly in the often-overlooked domains of Balāghah, with emphasis on Ilm al-Bayān and Ilm al-Badī'. While previous research has extensively explored mind mapping in general education, online learning, creative design, and vocabulary retention in EFL contexts, its application in teaching complex rhetorical concepts in Arabic remains scarce. Balāghah, with its intricate relationship between linguistic structures, metaphorical expressions, and stylistic embellishments, presents unique challenges for learners. This study aims to address this gap by leveraging mind mapping as an innovative instructional tool to simplify abstract rhetorical

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[9] Yenan Dong, Shangshang Zhu, and Wenjie Li, "Promoting Sustainable Creativity: An Empirical Study on the Application of Mind Mapping Tools in Graphic Design Education," *Sustainability* 13, no. 10 (May 11, 2021): 5373, https://doi.org/10.3390/su13105373.

[10] Mohammad Hassanzadeh, Elahe Saffari, and Saeed Rezaei, "The Impact of Computer-Aided Concept Mapping on EFL Learners' Lexical Diversity: A Process Writing Experiment," *ReCALL* 33, no. 3 (September 2021): 214–28, https://doi.org/10.1017/S095834402100001X.

[11] Rui Feng et al., "Impact of Mind-Mapping Technique on EFL Learners' Vocabulary Recall and Retention, Learning Motivation, and Willingness to Communicate," *Heliyon* 9, no. 6 (June 2023): e16560, https://doi.org/10.1016/j.heliyon.2023.e16560.

principles, enhance student comprehension, and foster a deeper engagement with Arabic rhetorical studies.

To address these challenges, the researcher identified the use of mind maps as an effective teaching tool. Mind maps are widely used to visually display relationships between concepts, making it easier for students to understand the flow of lessons[12]. This method has been successfully applied in teaching Arabic grammar (Nahw) and has proven effective in enhancing understanding. Therefore, mind maps are considered highly suitable for teaching rhetoric, as they simplify complex concepts and facilitate better comprehension[13].

The availability of suitable teaching materials is crucial for both teachers and students to ensure effective instruction and desired learning outcomes. However, the materials used for teaching rhetoric at Sekolah Tinggi Agama Islam Al-Yasini are often borrowed from other institutions, and they fail to align with the specific needs of the students and instructors at Yasini. These materials are not engaging, lack structured exercises, and do not effectively measure student comprehension.

Recognizing the importance of effective instructional materials for teaching rhetoric in Indonesian with mind maps, the researcher developed teaching materials specifically designed for the fourth year at Sekolah Tinggi Agama Islam Al-Yasini. On April 9, 2023, the researcher completed the development of the textbook titled "Bayan & Badi'". The researcher believes that this textbook will significantly contribute to the success of rhetoric education in the fourth-year curriculum.

Building upon the outlined background, this study aims to: (1) examine the process of developing the "Bayan & Badi'" instructional materials utilizing mind mapping for students enrolled in the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan; and (2) assess the validity and

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[12] Feng-Ying Li et al., "Effects of a Concept Mapping-Based Two-Tier Test Strategy on Students' Digital Game-Based Learning Performances and Behavioral Patterns," *Computers & Education* 173 (November 2021): 104293, https://doi.org/10.1016/j.compedu.2021.104293.

[13] Noza Aflisia, Hendrianto, and Kasmantoni, "Teaching Balaghah for the Purpose of Appreciation of Al-Quran Language," *Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 2 (June 14, 2022): 156–72, https://doi.org/10.38073/lughawiyyat.v4i2.537.

effectiveness of these materials based on evaluations from subject-matter experts, instructors, and students.

This research seeks to address the existing gaps in rhetoric education by offering structured, engaging, and visually supported instructional materials, ultimately improving students' comprehension and enthusiasm for learning Arabic rhetoric.

This research primarily aims to outline the stages involved in developing the instructional material "Bayan & Badi'" by incorporating mind mapping within the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan. Additionally, it aims to evaluate the effectiveness and feasibility of these materials from the perspectives of experts, instructors, and students. The study addresses the challenges faced in teaching Arabic rhetoric (Balaghah), particularly focusing on the topics of Bayan (rhetorical clarity) and Badi' (rhetorical embellishment). Arabic rhetoric is often perceived as a difficult subject due to its interrelation with other linguistic disciplines, such as grammar (Nahwu) and morphology (Sharaf). Moreover, traditional instructional materials used in teaching Arabic rhetoric have been found to lack clarity, structured organization, and engaging activities, which hinders students' comprehension and enthusiasm.

The scope of the study is limited to fourth-semester students in the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini. The study is also constrained by the availability of resources and time allocated for the instructional design and evaluation process. This research contributes to the field of Arabic language education by offering a structured and visually engaging instructional material model. It aims to make complex rhetorical concepts more accessible and to provide educators with a reliable resource for teaching Bayan and Badi'. The integration of mind mapping is expected to bridge the existing gap in instructional materials and offer an innovative approach to teaching Arabic rhetoric effectively.

Learning a foreign language, especially Arabic, is not an easy task, but mastery can be achieved through consistent practice and effective instructional methods[14]. Arabic, being a unique language, requires students to receive accurate and clear information to improve their speaking skills, while minimizing errors from both teachers and learners. This aligns with our journal, *"Enhancing Arabic Rhetoric Education through Mind Mapping: A Focus on Bayan & Badi',"* which emphasizes the use of mind mapping as an innovative strategy to simplify complex rhetorical concepts. This approach not only enhances clarity in teaching but also fosters better engagement, comprehension, and overall effectiveness in Arabic language education.

Method

This study adopts a research and development (R&D)[15], design the steps of this research and development follow the developmental stages proposed by Borg & Gall[16], divided into three sections: pre-development steps, steps during the development process, and post-development steps[17]. The pre-development phase involves analyzing needs and problems, followed by data collection. The development phase consists of initial product design, expert validation, first validation from experts, first revision, initial field trial, second validation from experts, and second revision. The post-development phase focuses on product dissemination[18].

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[14] Yusuf Arisandi and Rafli Ramble, "Fa'āliyyatu Istikhdāmu Kitab Al Hilāl Fī Fanni Al Lughah Al Arobiyyah Fī Tarqiyyati Mahāroti Al Kalāmi," *Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (April 2, 2024): 67–86, https://doi.org/10.38073/lughawiyyat.v7i1.1778.

[15] Meredith Damien Gall, Walter R. Borg, and Joyce P. Gall, *Educational Research: An Introduction, 6th Ed.*, Educational Research: An Introduction, 6th Ed. (White Plains, NY, England: Longman Publishing, 1996).

[16] K A Aka, "Integration Borg & Gall (1983) and Lee & Owen (2004) Models as an Alternative Model of Design-Based Research of Interactive Multimedia in Elementary School," *Journal of Physics: Conference Series* 1318, no. 1 (October 1, 2019): 012022, https://doi.org/10.1088/1742-6596/1318/1/012022.

[17] Luthvia Rohmaini et al., "PENGEMBANGAN MODUL PEMBELAJARAN MATEMATIKA BERBASIS ETNOMATEMATIKA BERBANTUAN WINGEOM BERDASARKAN LANGKAH BORG AND GALL," *Teorema: Teori Dan Riset Matematika* 5, no. 2 (September 29, 2020): 176, https://doi.org/10.25157/teorema.v5i2.3649.

[18] Septya Novena Putri, Anak Agung Gede Agung, and I Kadek Suartama, "E-Module with the Borg and Gall Model with a Contextual Approach to Thematic Learning," *Journal for Lesson and Learning Studies* 6, no. 1 (March 11, 2023): 27–34, https://doi.org/10.23887/jlls.v6i1.57482.

The data in this research are of two types: qualitative and quantitative[19]. The qualitative data involve the development of teaching materials in rhetoric (balāghah) to improve the quality of teaching and learning, specifically focusing on 'Ilm al-Bayan and 'Ilm al-Badi' through the use of mind maps at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan. Alongside this, the researcher employed a quantitative approach to measure the effectiveness of the developed teaching materials for fourth-year students at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan. The aim of this research and development is to produce a new model of instructional materials in rhetoric, specifically 'Ilm al-Bayan and 'Ilm al-Badi', using mind maps.

The data collection tools in this research include two main tools. The primary tool is the researcher herself[20], who performed needs analysis in teaching rhetoric at Sekolah Tinggi Agama Islam Al-Yasini by analyzing the teaching materials and discussing them with rhetoric teachers. The researcher also conducted interviews with teachers and students in the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini. The researcher then developed instructional materials, validated them with experts, tested them in the field, and analyzed the results of questionnaires from experts, teachers, and students. The data collection techniques included Observation Guidelines, Interview Guidelines, and Questionnaire Guidelines.

The researcher conducted the product testing in two phases: Expert Validation and Field Testing. Three experts were involved in the validation process: Menik Mahmudah, M.Pd., a rhetoric teacher at Sekolah Tinggi Agama Islam Al-Yasini; Wilda Rihlasyita, M.A., an expert in teaching material design and evaluation; and Dr. Nur Hanifansyah, MPd, a graphic design expert and publisher at Al-Hilyah Publishing, Bangil. The field testing was conducted with 18 fourth-year students (Group A) from the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, who were participants in rhetoric classes.

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[19] John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).
[20] Lea Itzik and Sophie D. Walsh, "Giving Them a Choice: Qualitative Research Participants Chosen Pseudonyms as a Reflection of Self-Identity," *Journal of Cross-Cultural Psychology* 54, no. 6–7 (September 2023): 705–21, https://doi.org/10.1177/00220221231193146.

The researcher analyzed the questionnaire data from experts, teachers, and students using a percentage-based data analysis method, employing the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100$$

P: Eligibility percentage, ∑X: Total score of participants' responses , ∑Xi: Total possible maximum score, 100: Constant number

After analyzing the data, the researcher evaluated the results to determine whether they were accurate, sufficient, or insufficient. The evaluation criteria are as follows:

No.	Result (%)	Assessment
1	90% - 100%	Excellent
2	75% - 89%	Very Good
3	60% - 74%	Good
4	40% - 59%	Acceptable
5	Below 39%	Poor

This research aims to provide a valid and effective teaching material model for rhetoric studies, specifically focusing on 'Ilm al-Bayan and 'Ilm al-Badi', utilizing mind maps to improve the quality of Arabic language teaching and learning at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan.

Results and Discussions

The results of this study indicate that the instructional materials developed using mind mapping effectively addressed the challenges of teaching Arabic rhetoric, particularly Bayan and Badi'. These materials provided visual representations that simplified complex rhetorical concepts, making them more accessible and engaging for students. Expert validation demonstrated strong approval, with average scores exceeding 90% across three categories: content, instructional tools, and graphic design. Content experts emphasized the clarity and logical flow of the materials, while instructional tool experts praised their alignment with pedagogical goals. Graphic design experts noted the visual appeal and readability of the instructional materials, further enhancing their usability in the classroom.

Classroom trials involving 18 fourth-semester students revealed significant improvements in student engagement and comprehension. Students reported that

the mind mapping approach allowed them to better understand and retain rhetorical concepts compared to traditional text-based methods. This aligns with established educational theories advocating for visual learning aids, such as cognitive load theory, which suggests that reducing extraneous cognitive effort enhances focused learning outcomes.

When compared to previous studies, such as those conducted by Mahliatussikah (2022) and Hafidz (2018), which broadly explored the use of visual aids in Arabic rhetoric education, this study distinguishes itself by specifically integrating mind mapping as the central instructional strategy. The findings suggest that mind mapping not only facilitated better comprehension but also increased student motivation and active participation in the learning process.

This section presents and analyzes the data based on the previously mentioned research objectives: (1) Developing the "BAYAN & BADI'" teaching materials using mind maps for students in the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan, and (2) Assessing the validity of the teaching materials based on expert evaluations of the "BAYAN & BADI'" book using mind maps for students in the same department. The analysis is presented as follows:

Development of "BAYAN & BADI'" Teaching Materials Using Mind Maps

The method for developing these teaching materials follows the Borg & Gall model, which consists of ten steps: needs and problem analysis, data collection, initial product design, first expert validation, first revision, preliminary field trial (small group), second expert validation, second revision, main field trial (large group), and final product production. The researcher divided these steps into pre-development, development, and post-development phases.

The final product of this research is a rhetoric textbook using mind maps for students in the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan. The book comprises 16 sessions, including an introductory session, 13 instructional sessions, and two evaluation sessions (mid-term and final exam). The materials are organized into two main topics, with three

chapters in the first topic and two chapters in the second topic. Each chapter contains one to four sessions, including mind maps. The textbook includes: Front cover, Chapter covers, Table of contents, Introduction, General mind maps, Instructions for using the book, Answer keys for mid-term and final evaluations, Author profile, Each session consists of four sections: Learning Flow, Learning Indicators, Mind Maps, Instructional Materials and Exercises (First, Second, Third, and Fourth), These materials integrate mind maps and structured exercises to ensure clear learning flows, measurable indicators, and engaging instructional design.

Validity of Teaching Materials Based on Expert Evaluations

The researcher distributed a questionnaire to assess the validity of the materials, with the following evaluation scale:

4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Unsuitable

Evaluation by the First Expert (Rhetoric Teaching Material Expert)

Evaluator: Menik Mahmudah, M.A., Position: Arabic Rhetoric teacher at Sekolah Tinggi Agama Islam Al-Yasini, Qualification: Author of "Kholasat 'Ilm al-Balaghah", Evaluation Results:

No.	Evaluation Criteria	Score
1	Clarity of the title in the subject	3
2	Relevance of the material to the curriculum	2
3	Appropriateness of material for lecture units	3
4	Sentence structure accuracy	2
5	Compliance with grammatical rules	3
6	Correct terminology usage	3
7	Accurate examples	2
8	Clear mind map presentation	3

No.	Evaluation Criteria	Score
9	Integration of mind maps in materials	3
10	Accuracy of mind maps	3
11	Mind map clarity for students	3
12	Mind map engagement for students	3
13	Student comprehension through mind maps	3
14	Organized mind map presentation	3
15	Real-world relevance of examples	3
16	Simplicity of examples	2
17	Precision of assessment questions	3
18	Systematic learning evaluation	3
19	Engaging evaluation design	3
20	Use of appropriate references	2

Total Score: 70/80

Percentage: 87.5% (Very Good)

The results indicate that the materials meet high standards but require minor improvements.

Evaluation by the Second Expert (Instructional Material Tools Expert)

Evaluator: Wilda Rihlasyita, M.Pd.I., Position: Head of the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, Qualification: Expert in Arabic instructional design

Evaluation Results:

No.	Evaluation Criteria	Score

1	Material accuracy with learning objectives	3
2	Material alignment with curriculum	3
3	Material suitability for rhetoric teaching	3
4	Logical sequencing of material	2
5	Contribution to student knowledge	3
6	Material clarity for students	2
7	Material difficulty level	3
8	Variety in language skills	3
9	Training material accuracy	3
10	Clear instructional language	1
11	Sentence precision	2
12	Alignment with objectives	3
13	Terminology accuracy	3
14	Curriculum relevance	2
15	Ease of understanding	2
16	Material attractiveness	3
17	Engaging mind maps	3
18	Clear examples	3
19	Clear instructions in exercises	1
20	Usability for comprehension and language skills	3

Total Score: 50/80, Percentage: 62.5% (Good)

The results indicate that the materials are valid but require substantial improvements.

Evaluation by the Third Expert (Graphic Design Expert)

Evaluator: Dr. Nur Hanifansyah, M.Pd. Position: Direktor of Publisher at Hilyah Publishing, Pasuruan. Qualification: Expert in educational graphic design. Evaluation Results:

Evaluation by the Graphic Design Expert

No.	Evaluation Criteria	Score
1	Accuracy of design objectives	4
2	Compliance with quality teaching material standards	3
3	Alignment with the curriculum	4
4	Clear illustrations	3
5	Clear and readable text	4
6	Appropriateness of examples with materials	4
7	Relevance of exercises with materials	4
8	Clear and understandable explanations	4
9	Design consistency with examples	4
10	Design alignment with references	2
11	Proper indexing design	3
12	Correct reference list	3
13	Clear images	3
14	Clear visual explanations	3
15	Appropriate color scheme	3
16	Readable font style	3
17	Material size alignment	3

18	Suitable graphic shapes	4
19	Design quality	3
20	Overall compliance with quality material standards	4

Total Score: 71/80, Percentage: 88.7% (Very Good)

The results indicate that the design of the materials meets high standards and is well-developed.

Results of Data Analysis from the Rhetoric Teacher's Evaluation

No.	Evaluation Criteria	Score
1	Assists the teacher in teaching rhetoric	4
2	Encourages students to enjoy rhetoric learning	4
3	Facilitates student understanding in learning	4
4	Helps teachers develop students' language skills	4
5	Helps teachers enhance students' imagination and sensitivity	4
6	Aligns with curriculum objectives	3
7	Makes rhetoric lessons easier and more engaging than before	4
8	Increases students' enthusiasm and engagement	3
9	Meets teacher needs in teaching	3
10	Helps measure student understanding	3

Total   Score: 36/40

Percentage: 90% (Excellent)

As shown in the table above, ten evaluation criteria were assessed regarding the validity of the developed teaching materials by the rhetoric teacher. The results are as follows: assists in teaching rhetoric (4), encourages enjoyment of rhetoric learning (4), facilitates student understanding (4), helps in developing language skills (4), enhances imagination and sensitivity (4), aligns with curriculum

objectives (3), makes lessons easier and more engaging (4), increases student enthusiasm (3), meets teacher needs (3), and helps measure understanding (3).

From these results, the overall score is 36 out of 40, with a percentage of 90%, earning an "Excellent" rating.

Results of Data Analysis from Student Evaluation

No.	Evaluation Criteria	($\sum X$)	($\sum Xi$)	(%)	Clarity
1	Clarity of writing	68	80	85	Very Good
2	Clarity of subject matter	68	80	85	Very Good
3	Relevance of content	67	80	83	Very Good
4	Comprehensibility of the textbook	70	80	87.5	Very Good
5	Clarity of instructional flow	67	80	83	Very Good
6	Clarity of learning indicators	54	80	67.5	Good
7	Alignment of indicators with materials	53	80	66.2	Good
8	Accessibility of indicators for students	61	80	76.2	Very Good
9	Ease of instructional methods	66	80	82.5	Very Good
10	Clarity of mind maps	78	80	97.5	Excellent
11	Readability of mind maps	69	80	86.2	Very Good
12	Clarity of examples	66	80	82.5	Very Good

13	Engaging content	71	80	88.7	Very Good
14	Attractiveness of images	70	80	87.5	Very Good
15	Enjoyable exercises	63	80	78.7	Very Good
16	Clear instructions in exercises	63	80	78.7	Very Good
17	Effectiveness in measuring understanding	66	80	82.5	Very Good
18	Interest stimulation in learning	71	80	88.7	Very Good
19	Encouragement of enthusiasm	72	80	90	Excellent
20	Efficiency in material usage	71	80	88.7	Very Good

Total Score: 1334/1600

Percentage: 83.3% (Very Good)

The results of student evaluation demonstrate that the teaching materials scored 1334 out of 1600, resulting in a percentage of 83.3%, which corresponds to a "Very Good" rating. The highest-rated criteria include clarity of mind maps (97.5%), encouragement of enthusiasm (90%), and efficiency in material usage (88.7%).

The expert validation process and student evaluation have been completed, and the results have been presented above. The next phase involves field testing and product dissemination, which is part of the post-development process.

The final product of this research is an instructional textbook titled "Bayan & Badi'" for teaching rhetoric using mind maps. This textbook will be officially published in 2025 in collaboration with "Hilyah" Publisher and will be

implemented in the fourth-year Arabic Language Education curriculum at Sekolah Tinggi Agama Islam Al-Yasini, starting in March 2025, insha'Allah.

Below is an example of a mind map used in this research, illustrating how the teaching materials are structured visually to enhance clarity, engagement, and understanding for both teachers and students.

This research validates the effectiveness of mind maps as an innovative instructional tool for improving the quality of Arabic rhetoric education, demonstrating their potential to enhance comprehension, engagement, and enthusiasm among students.
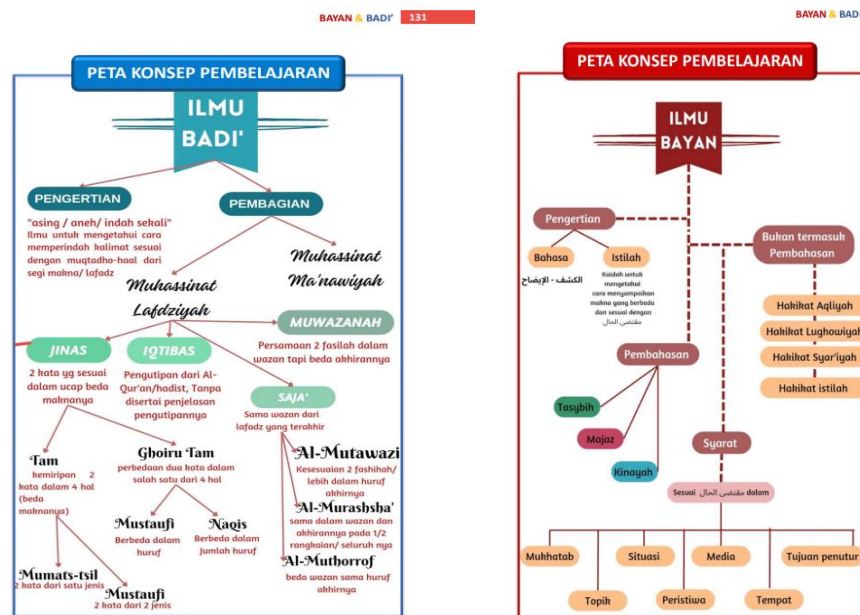

Image 1. Mind Map of Ilmu Badi' and Bayan

In conclusion, the "BAYAN & BADI'" teaching materials, developed using mind maps, are valid and effective for improving rhetoric education in the Arabic Language Education Department at Sekolah Tinggi Agama Islam Al-Yasini, Pasuruan. Minor revisions are recommended to address identified weaknesses.

Visual mnemonics can complement mind mapping by using memorable images and symbols to simplify complex rhetorical concepts[21]. This approach enhances

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[21] Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic

students' ability to recall Ilm al-Bayan and Ilm al-Badi' principles, improving engagement and retention[22]. Combining both techniques create a more effective and visually engaging learning experience, making abstract ideas easier to grasp and remember[23].

The analysis of previous studies reveals that mind mapping has been effectively applied across diverse fields, including student questioning, online learning, creative design, academic writing, and vocabulary acquisition. Stokhof et al. (2020) emphasized its role in enhancing student engagement and curriculum understanding, while Alsuraihi (2022) highlighted its adaptability in online education and its impact on critical thinking skills. Dong et al. (2021) showcased its effectiveness in stimulating creativity in graphic design, and Hassanzadeh et al. (2021) demonstrated its value in improving lexical diversity in academic writing. Feng et al. (2023) further confirmed its contribution to vocabulary retention, motivation, and communication skills in EFL contexts. These findings collectively affirm mind mapping as a versatile and effective tool for improving learning outcomes across different educational domains.

The significance of these findings lies in their practical implications for Arabic rhetoric education. The integration of mind mapping offers a structured and visually engaging approach that addresses longstanding challenges in teaching Bayan and Badi'. However, the study acknowledges certain limitations, including its restricted focus on a single cohort of students and the relatively short duration of the classroom trials. These elements could restrict the applicability of the findings to broader educational contexts. Given these results, future studies should investigate the long-term effects of implementing mind mapping in Arabic rhetoric instruction. Furthermore, integrating digital mind mapping tools could

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Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, https://doi.org/10.29240/jba.v8i2.11349.

[22] Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, https://doi.org/10.23971/altarib.v12i2.9082.

[23] Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid, "The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia," *An Nabighoh* 26, no. 2 (December 3, 2024): 251–68, https://doi.org/10.32332/an-nabighoh.v26i2.251-268.

provide additional avenues to boost student engagement and foster more interactive and dynamic learning experiences. Ultimately, this research underscores the effectiveness of mind mapping as a valuable approach for enhancing Arabic rhetoric education at the higher education level.[24]

Conclusion

This study aimed to develop effective instructional materials for teaching Arabic rhetoric, specifically focusing on Ilm al-Bayan and Ilm al-Badi', through the implementation of mind mapping. The findings demonstrate that mind mapping significantly enhances students' comprehension, engagement, and retention of complex rhetorical concepts. Expert validation and student feedback confirmed the instructional materials' validity, practicality, and effectiveness in improving Arabic rhetoric education outcomes.

The research contributes to the field by offering innovative, visually engaging, and structured teaching resources tailored to address the long-standing challenges in Arabic rhetoric instruction. These materials not only simplify abstract concepts but also foster active student participation and motivation, aligning with modern pedagogical approaches.

However, this study has limitations, including a restricted focus on a single educational institution and a relatively short implementation period. Future research is encouraged to conduct long-term studies exploring the sustained impact of mind mapping on Arabic rhetoric education across diverse educational settings.

In conclusion, this study highlights the potential of mind mapping as an innovative instructional tool, offering valuable insights for educators and researchers. Continued refinement and expansion of these materials are essential to ensure their adaptability and effectiveness in broader educational contexts.

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[24] Rahmatika Halil and Agustiar, "Linguistik Bahasa Arab Perspektif Dr. H. Sahkholid Nasution, S. Ag, MA Dalam Buku 'Pengantar Linguistik Bahasa Arab,'" *Pediaqu: Jurnal Pendidikan Sosial Dan Humaniora* 15, no. 1 (2024): 37–48.

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