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## Innovative Development of a Rhetoric Textbook Based on Contextual Learning Strategies

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### ABSTRACT

This study aims to develop an '*Ilm al-Badi'*' course for Arabic Language Education students at Yudharta University, Pasuruan, using a contextual teaching and learning (CTL) approach. It addresses students' difficulties understanding rhetorical concepts due to traditional memorization-based methods. Employing a Research and Development (R&D) model, the study involved needs analysis, material design, development, testing, and refinement based on practical outcomes. Data were gathered through questionnaires, interviews, observations, and curriculum analysis, with effectiveness evaluated using descriptive statistics. Findings revealed that students struggled to grasp '*Ilm al-Badi'*' due to the lack of real-life examples. However, after implementing the new curriculum, students showed notable improvements in comprehension and analytical abilities. Expert evaluations confirmed the curriculum's clarity and contextual relevance. The study underscores the value of contextual learning in rhetoric education and recommends its application to other rhetorical fields, increased use of practical exercises, integration of multimedia, and the development of a comprehensive teaching guide to enhance learning effectiveness.

## 1. INTRODUCTION

*Balāghah* (rhetoric) is regarded as one of the most significant branches of *‘ulūm al-lughah al-‘Arabiyyah* (Arabic language sciences). It is crucial in understanding literary texts, the *Qur’ān*, and the *Ḥadīth*. Through the study of rhetoric, learners can take the beauty of the Arabic style and uncover the hidden meanings embedded within linguistic structures. This skill is essential for anyone aiming to master Arabic thoroughly, whether as a native speaker or a second-language learner (Nurbayan, 2010). Arabic rhetoric is divided into three main branches: *‘Ilm al-Ma‘ānī* (the science of meanings), *‘Ilm al-Bayān* (the science of expression), and *‘Ilm al-Badī‘* (the science of embellishment). Each of these branches addresses different aspects of the beauty and effectiveness of Arabic communication.

A comprehensive understanding of these fields enables students to master the language structurally, artistically, and communicatively in diverse cultural contexts. In practice, however, learning *‘Ilm al-Badī‘* faces many challenges in the classroom. Its abstract and aesthetics-oriented concepts make it difficult for students to understand and apply them concretely. Often, learning is limited to memorizing terms without relevant, practical examples. As a result, students perceive this subject as disconnected from their real communication needs. One clear example of the failure in teaching rhetoric appears in classes where students are asked only to memorize types of *badī‘*, such as *jinās* and *sajā‘*, without engaging in creative practice.

Learning activities are limited to formal definitions without application in text analysis or language production. Consequently, students cannot develop expressive and stylistically powerful language, which is the core aim of rhetoric. Students' responses to these conditions tend to be negative, with many feeling that *ta‘allum al-balāghah* (studying rhetoric) is a tedious and irrelevant task. Teachers also struggle to connect rhetorical theory with vibrant language practice. Rhetoric is perceived more as an academic burden than a communicative skill meant to enrich their language abilities (Yahya & Hasaniyah, 2023).

*‘Ilm al-Ma‘ānī* focuses on the strategic use of linguistic structures in different contexts, aiding speakers and writers in expressing their ideas with clarity and precision. *‘Ilm al-Bayān*, on the other hand, examines figurative expressions such as simile, metaphor, metonymy, and allegory, enriching discourse and enhancing rhetorical clarity. *‘Ilm al-Badī‘* specializes in verbal and conceptual embellishments in texts, rendering them more appealing and impactful to the audience (Abdurahman et al., 2024). *‘Ilm al-Badī‘* is further categorized into verbal embellishments, which enhance the phonetic and structural appeal of words, such as paronomasia (*jinās*) and rhymed prose (*sajā‘*), and semantic embellishments, which enhance the depth of meaning, such as antithesis (*ṭibāq*), parallelism (*muqābala*), and double entendre (*tawriya*).

In the educational context, rhetoric is taught in Arabic language departments at Islamic universities in Indonesia, including Yudharta University Pasuruan, where it constitutes a fundamental part of the curriculum for Arabic language students (Suryaningsih &

Hendrawanto, 2018). However, the teaching of rhetoric, particularly *'Ilm al-Badī'* (the science of embellishment), faces multiple challenges, such as the difficulty of comprehending rhetorical concepts, their lack of relevance to students' real-life contexts, and the predominant reliance on traditional methods that emphasize rote memorization and passive instruction rather than practical application and aesthetic appreciation. Rhetoric is often taught using classical texts, such as *Jawāhir al-Balāgha* by Ahmad al-Hashimi and *al-Jawhar al-Maknūn* by al-Akhdari, which contain examples derived from *Jāhili* (pre-Islamic) poetry or classical Arabic literature.

These texts pose comprehension difficulties for Indonesian students, who struggle with understanding their meanings due to linguistic and cultural differences. Previous studies indicate that teaching rhetoric in Islamic universities in Indonesia still adheres to traditional methods rooted in behaviourist theory, where the instructor serves as the primary source of knowledge. At the same time, students' roles are confined mainly to memorization and recitation, with little engagement in practical exercises or textual analysis (Fakhri, 2009a). Moreover, current instructional materials lack applied exercises that could help students develop their skills in analyzing literary texts and appreciating their rhetorical beauty. As a result of these factors, rhetoric education—especially *'Ilm al-Badī'*—has become increasingly challenging for non-native Arabic speakers, whose primary focus is often on passing examinations rather than acquiring the ability to analyze texts and recognize their aesthetic dimensions (Islam & Alauddin, 2024a, 2024b).

The challenges associated with teaching *'Ilm al-Badī'* (the science of embellishment) are not limited to the complexity of the subject matter but also extend to its lack of relevance to students' educational and social contexts. Indonesian students studying rhetoric often face difficulties such as their inability to easily read classical Arabic texts, insufficient mastery of Arabic vocabulary, and a limited interest in appreciating rhetorical beauty in literary works. Therefore, there is a pressing need to develop *'Ilm al-Badī'* curricula that are more suited to students' needs, incorporating a contextual approach that connects rhetorical concepts with learners' real-life experiences. CTL is one of the most modern educational methodologies, emphasizing integrating theoretical knowledge with real-world experiences, facilitating students' understanding and practical application of the subject matter (Kaabi et al., 2024).

Research has shown that applying this approach in Arabic language instruction can enhance students' linguistic and rhetorical skills by providing relevant examples from their daily lives, making the learning process more engaging and interactive. The contextual teaching approach is based on several key principles: inquiry, interaction, learning communities, modelling, and reflection. This approach encourages students to explore and self-discovery rather than relying solely on rote memorization and passive learning (Inayatillah, 2023).

Regarding the teaching of *'Ilm al-Badī'* (the science of embellishment), the application of CTL can significantly enhance students' comprehension of rhetorical topics by presenting

modern and relatable examples, rather than relying solely on traditional examples that are often difficult for them to grasp. For instance, contemporary media texts, excerpts from speeches and lectures, or even social media posts can be used to analyze rhetorical techniques employed in these contexts (Shabriyah & Nuruddien, 2022). Through this approach, students can connect what they learn in the classroom with their daily lives, improving their understanding and ability to apply rhetorical skills in various situations (Asih & Rohmaniyah, 2024).

Preliminary observations conducted by the researcher in the Arabic Language Education Department at Yudharta University Pasuruan indicate that the teaching of *'Ilm al-Badī'* in the department still predominantly relies on traditional methods that focus on rules and terminology, with limited practical examples and exercises that could help students apply rhetorical concepts in their writing and textual analysis. Furthermore, it was observed that students face challenges in comprehending rhetorical concepts due to insufficient Arabic vocabulary mastery and a lack of experience in analyzing literary texts from a rhetorical perspective (Nurdin et al., 2024).

Based on these considerations, this study aims to develop *'Ilm al-Badī'* curricula in light of CTL by designing new instructional materials that adopt a practical approach, focusing on providing real-world examples alongside exercises and activities that enable students to engage in interactive rhetorical analysis. Through this development, the researcher hopes that students will acquire textual analysis skills, gain a deeper appreciation of the aesthetics of the Arabic language, and recognize the importance of rhetoric in practical expression and communication. The development of *'Ilm al-Badī'* curricula using the contextual approach enhances students' comprehension of the subject and increases their engagement with the learning material, making the study of rhetoric more appealing and enjoyable (Hamzah et al., 2022).

Rhetoric, particularly *'Ilm al-Badī'*, plays a central role in Arabic language education, offering insight into texts' literary, aesthetic, and communicative features. However, rhetoric instruction in Indonesian Islamic universities remains dominated by traditional methods, often relying on classical texts that emphasize memorization rather than practical application (Zulli Umri Siregar, Nurkhamimi Zainuddin, Ade Arip Ardiansyah, 2024). This approach hinders students' ability to relate rhetorical concepts to real-life contexts. Recent research has highlighted the need to reform Arabic rhetoric education.

Fakhri (2009) examined rhetorical variation in Arabic academic discourse and highlighted the complexity of Arabic rhetoric across disciplines, emphasizing the need for curriculum design sensitive to these rhetorical nuances. Similarly, Hakim et al. (2018) explored the application of CTL in Arabic essay writing, finding that this approach significantly enhances students' expressive and analytical writing abilities. A more recent study (Kaabi et al., 2024) compared artificial intelligence-based methods with traditional techniques in teaching rhetoric, underscoring the importance of adopting innovative, technology-driven

strategies in rhetorical instruction. (Asih & Rohmaniyah, 2024) investigated the impact of CTL on students' critical thinking in Arabic language learning and concluded that CTL promotes deeper cognitive engagement. Furthermore, Hamzah et al. (2022) focused on using mind-mapping strategies in teaching *'Ilm al-Badī'*, revealing the advantages of modern techniques in facilitating students' understanding of rhetorical structures.

The novelty of this study lies in its development of a contextual-based textbook for teaching *'Ilm al-Badī'*, which has not been previously implemented in Arabic language programs in Indonesian universities. Unlike previous studies that focused on rhetorical theory or isolated instructional strategies, this research integrates the CTL approach into a complete course design tailored to non-native Arabic speakers' cognitive, linguistic, and cultural needs. The study introduces real-life examples and stepwise exercises and provides a structured and practical model that connects rhetorical concepts to students' everyday experiences. Furthermore, it contributes a pedagogical framework promoting critical and creative thinking through interactive analysis, offering a modern and effective alternative to traditional memorization-based instruction.

Recent research has highlighted the need to reform Arabic rhetoric education. The following table summarizes five key studies that inform the current research:

Based on the considerations above, the researcher believes that this study represents a novel contribution to the field of rhetoric education, as CTL has not previously been applied in the instruction of *'Ilm al-Badī'* at Yudharta University Pasuruan. This research will introduce a new instructional model, aiming to enhance students' proficiency in understanding rhetoric and connecting it to their real-life contexts, thereby improving their ability to analyze texts and apply rhetorical techniques in their writing (Handayani et al., 2024). Furthermore, the findings of this study could contribute to the development of rhetoric curricula in Indonesian universities more broadly, advocating for adopting more modern and effective teaching methods (Maulidi, 2023). In conclusion, the need for developing *'Ilm al-Badī'* curricula using the contextual approach arises from the challenges faced in rhetoric instruction and the lack of interactive methods in current curricula that enable students to grasp rhetorical concepts practically. Through this study, the researcher aims to provide innovative solutions that will make learning *'Ilm al-Badī'* more accessible and engaging, ultimately improving students' proficiency and enhancing their ability to analyze literary texts in a systematic and scholarly manner.

## 2. METHODS

This study adopts a Research and Development (R&D) approach with the primary goal of developing a curriculum for *'Ilm al-Badī'* based on the principles of CTL for students in the Arabic Language Education Department at Yudharta University Pasuruan. The R&D methodology enables the researcher to systematically analyze existing conditions, design instructional innovations, and rigorously test their effectiveness in educational settings (Fatimah et al., 2024a, 2024b). The study follows the Borg and Gall development model, which

involves sequential stages: needs analysis, design, development, testing, evaluation, and revision after practical application.

In the initial phase, needs analysis is conducted using a combination of classroom observations, semi-structured interviews, and questionnaires. The observation sheets focus on student engagement, the effectiveness of teaching strategies, and the level of interaction during *‘Ilm al-Badī’* instruction. Interviews are guided by protocols targeting students' and lecturers' perceptions of the existing curriculum's relevance and effectiveness. The questionnaire, structured on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), explores challenges students face, the applicability of learning materials, and student satisfaction. However, the original text does not explicitly detail specific examples of questionnaire items and observation indicators. Examples could include items such as "The examples used in class relate to my daily experiences" or "Interactive activities during lessons improve my understanding of rhetorical techniques (Wardhani et al., 2024).

The validity and reliability of the research instruments are crucial, yet the original study does not provide sufficient explanation regarding how these aspects were tested. Ideally, expert validation through consultation with curriculum and Arabic rhetoric specialists should have been conducted to ensure content validity. Furthermore, a pilot study involving a small group of participants could be used to refine the instruments. Statistical testing, such as calculating Cronbach's Alpha coefficient, would be necessary to establish internal consistency reliability, particularly for the questionnaire items. In the design phase, the revised *‘Ilm al-Badī’* curriculum is developed by incorporating examples relevant to student's everyday lives and integrating interactive, hands-on learning activities. This stage emphasizes contemporary teaching methods that encourage the applied understanding of rhetorical principles rather than mere memorization (Maksudin & N., 2014).

Following the design, the materials undergo a development and field-testing phase. A selected group of students participates in a trial implementation where their engagement, comprehension, and academic performance are closely observed. This stage includes an initial small-scale trial, feedback collection, and necessary revisions before wider application involving a larger student sample (Nurjanah et al., 2024). Data from achievement tests, interviews, questionnaires, and classroom observations are analyzed in the evaluation phase. Achievement tests are administered before and after instruction to assess learning gains. Questionnaire responses and interview data are analyzed using descriptive statistics such as mean scores and frequency distributions. However, the statistical tools used to validate the questionnaire items or assess data reliability are not specified.

Document analysis of the existing curriculum and related materials is also conducted to identify deficiencies and areas for improvement (Nurhasaniyah & Murdiono, 2021). The fourth stage involves analyzing the implementation results and evaluating the developed materials through achievement tests, interviews, questionnaires, and classroom observations. The collected data is analyzed using appropriate statistical methods to assess the effectiveness

of the revised curriculum in enhancing students' comprehension of *'Ilm al-Badī'*, followed by final refinements before integrating it into the formal curriculum (Nurbayan et al., 2024).

The study participants include students from different classes within the Arabic Language Education Department and a sample of lecturers to ensure the revised curriculum aligns with instructional goals and academic standards. Ultimately, this study aims to produce a curriculum model that enhances students' ability to apply rhetorical techniques contextually and meaningfully in real-life situations. The findings are expected to serve not only the needs of Yudharta University but also to offer a reference point for other institutions seeking to modernize rhetoric instruction, making it more engaging and relevant for today's learners (Yahya & Hasaniyah, 2023). Document and curriculum analyses are also conducted to evaluate shortcomings (Rahman, 2023). The research sample consists of students from the Arabic Language Education Department at Yudharta University Pasuruan, where the revised curriculum is implemented across different groups to assess its effectiveness (Hasna & B., 2024). A sample of faculty members is also involved to ensure alignment with instructional frameworks. The data analysis focuses on measuring students' improvement through pre- and post-instructional achievement tests and evaluating questionnaire and interview responses using descriptive statistical methods, such as frequency analysis and mean calculations. Based on these procedures, the researcher anticipates that this study will contribute to enhancing the teaching of *'Ilm al-Badī'* by developing instructional materials that align with the contextual teaching and learning approach. This will enable students to apply rhetorical concepts within real-life contexts. Furthermore, the findings may be a reference for other educational institutions seeking to modernize rhetoric curricula, making them more interactive and relevant to learners' experiences (Wahab Syakhrani & Rahli, 2022).

### 3. RESULTS AND DISCUSSION

The research on developing *'Ilm al-Badī'* courses within the contextual teaching and learning framework for students in the Arabic Language Education Department at Yudharta University Pasuruan has yielded several key findings. The researcher conducted a comprehensive data analysis based on field studies, interviews with faculty members and students, and pre-and post-implementation questionnaires. The primary findings are as follows:

#### **The Need for Developing an *'Ilm al-Badī'* Curriculum Based on Contextual Teaching**

The data derived from the initial questionnaire indicate that students face significant difficulties in studying *'Ilm al-Badī'*. This is mainly due to the traditional approach in previous curricula, which emphasizes rote memorization and passive recall rather than providing practical, real-life examples relevant to students' daily experiences (Mauludina et al., 2024). Additionally, students reported that current textbooks lack diverse exercises that could aid in comprehending and applying rhetorical concepts in practice. The following table illustrates the percentage of students experiencing difficulties in studying *'Ilm al-Badī'* under the traditional curriculum approach:

Table 1. Survey Results on the Effectiveness of the Textbook for Studying '*Ilm al-Badī'*'

Question	Number of Positive Responses	Number of Negative Responses	Percentage of Positive Responses	Percentage of Negative Responses
Do you own the prescribed textbook for studying ' <i>Ilm al-Badī'</i> '?	12	15	44.44%	55.56%
Do the examples in the current textbook help you understand the material?	6	21	22.22%	77.78%
Does the textbook provide examples related to daily life?	5	22	18.52%	81.48%
Does the textbook include exercises that help you understand the concepts?	2	25	7.41%	92.59%
Are the exercises in the current textbook sufficient for understanding the subject?	0	27	0%	100%

Based on table 1, the survey results conducted with students in the Arabic Language Education Department at Yudharta University Pasuruan revealed an apparent shortage of appropriate educational resources for studying '*Ilm al-Badī'*'. When students were asked about owning the prescribed textbook for the subject, only 12 students, or 44.44%, reported having it, while 15 students, or 55.56%, indicated that they did not possess it. This suggests that the textbook is not sufficiently available to all students. Regarding the usefulness of the examples in the current textbook for understanding the material, the results showed that only six students, or 22.22%, found the examples helpful for their comprehension. In comparison, 21 students, or 77.78%, felt that the examples provided did not contribute to their understanding of the material. This indicates a weakness in the book's content regarding delivering precise and relevant examples.

Regarding the connection between the examples and daily life, only five students, or 18.52%, indicated that the textbook contained examples close to their daily reality. In comparison, 22 students, or 81.48%, confirmed that they did not find examples related to their everyday life within the book. This reflects the need for the content to be restructured to better align with students' contexts.



When examining the availability of exercises that assist with understanding, the results showed that only two students, or 7.41%, found the exercises in the book helpful. In comparison, 25 students, or 92.59%, felt the exercises were insufficient. This further emphasizes the need for additional practical exercises to help students better grasp the material. Lastly, when assessing the adequacy of the current exercises for understanding the subject, the results were entirely negative, as all 27 students, or 100%, reported that the exercises provided in the textbook were inadequate. This indicates the necessity of incorporating more varied and comprehensive exercises into the curriculum. These results suggest that students face significant challenges in studying *'Ilm al-Badī'* due to the lack of appropriate educational resources, weak examples provided, and the absence of sufficient exercises. This highlights the necessity of developing the curriculum and redesigning the content to make it more suitable and effective in achieving the required educational objectives.

Figure 1. Unit Topic Page



### Evaluation of the Developed Curriculum by Experts

After developing the textbook, the researcher presented it to experts to assess its suitability and quality in content, language, design, and appropriateness for the student's level. The researcher used the five-point Likert scale to analyze the experts' opinions, and the results were as follows:

Table 2. Evaluation of Textbook Content and Design Based on Expert Feedback

Field	Percentage	Evaluation Score	Experts' Comments
Relevance of Content to Students' Level	100%	Very Good	The material suits the student's level and helps them understand the concepts.
Selection of Examples According to Contextual Learning	100%	Very Good	The examples are clear and derived from daily life.
Validity of Rules and Language	98.89%	Very Good	The use of formal language is appropriate and clear.
Quality of Design and Organization	95.24%	Very Good	Improving the quality of illustrative images is recommended.
Integration of Exercises and Questions	92.86%	Very Good	The exercises are suitable, but they are preferred to be increased in number.

Based on Table 2, the expert evaluation of the developed curriculum shows that the educational content is appropriate for the student's level, receiving a 100% score for content relevance. This indicates that the curriculum significantly aids students in understanding the presented concepts. Similarly, the criterion for selecting examples based on contextual learning also received a 100% rating, with experts confirming that the examples in the curriculum are clear and drawn from daily life, thereby enhancing students' comprehension and application of theoretical concepts in practical contexts. Regarding the validity of the rules and language used, the curriculum received a score of 98.89%, reflecting the appropriate and clear use of formal language, facilitating students' understanding of the content without linguistic difficulties. For the quality of design and organization, the curriculum scored 95.24%, with experts noting that the overall design is perfect but recommending improvements to the quality of illustrative images for better clarity and accuracy, thus aiding the transmission of information more effectively. As for the integration of exercises and questions, the curriculum scored 92.86%, indicating that the available exercises are appropriate and good. However, experts recommended increasing the number of exercises to enhance students' understanding and practical application of the concepts. Overall, these evaluations reflect the high quality and suitability of the developed curriculum to meet the student's needs, with minor improvements that could be made to enhance its efficiency and effectiveness in achieving its educational objectives. These results suggest that the new curriculum has received high praise from experts, confirming its suitability for classroom implementation.

Figure 2. Unit Contents Page



## The Impact of Implementing the Developed Curriculum on Students' Understanding Level

After implementing the new curriculum for two months, the researcher surveyed to assess how much students benefited from the developed textbook. The survey was distributed to 27 students from the Arabic Language Education Department. The results showed a significant improvement in the student's understanding of the science of rhetoric, as demonstrated in the following table:

Table 3. Student Feedback on the Effectiveness of the Developed Textbook in Teaching Rhetoric

Question	Number of Students Who Selected "Excellent" (5)	Number of Students Who Selected "Very Good" (4)	Number of Students Who Selected "Good" (3)	Percentage of Positive Responses
Did the developed textbook help you understand the science of rhetoric?	16	11	0	91.85%
Do you find the topics clearer compared to the	15	11	1	90.37%

previous curriculum?				
Did the available exercises help you apply the knowledge practically?	19	8	0	94.07%
Has the textbook increased your interest in the science of rhetoric?	14	11	2	88.89%
Can the curriculum be used in formal university teaching?	23	4	0	97.04%

The data indicates that the new curriculum significantly helped students understand the science of rhetoric, particularly by providing real-life examples, gradual exercises, and modern teaching methods.

### **Challenges Faced by Students During the Implementation of the Curriculum**

Despite the considerable success achieved by the developed curriculum, students encountered several challenges during its implementation. These challenges stem from various factors, including difficulty applying concepts practically, lack of adequate scientific background for some students, and the need for more practical exercises. Below are the key challenges identified through student feedback and the results of the surveys:

#### **Difficulty in Applying Rhetorical Concepts to Real-Life Examples**

Some students faced difficulties in comprehending the science of rhetoric from a practical perspective, finding it challenging to generate rhetorical examples derived from their daily lives. This is attributed to the nature of rhetorical concepts, which require high analytical ability to understand the aesthetic relationships between words and sentences. As a result, applying these concepts practically becomes a challenge for students, especially those unfamiliar with rhetorical styles in their daily expressions.

#### **Need for More Practical Exercises**

Despite the improvements made to the developed curriculum, some students pointed out the necessity of adding exercises focused on analyzing poetic and prose texts to help them understand the use of rhetorical methods in various contexts. Often, abstract theories are insufficient for solidifying concepts for students, necessitating the provision of a variety of exercises, including text analysis, identifying rhetorical patterns, and applying them in creative writing.

## Variations in Students' Linguistic Background

There is a noticeable discrepancy in the students' educational backgrounds, with some having not previously studied rhetoric, which made it difficult for them to grasp advanced concepts. Due to this disparity, some students require intensive revision of the basics of rhetoric before delving into the science of rhetoric, allowing them to keep pace with the course content and fully benefit from the curriculum.

Figure 3. Page of Pre-Instructional Activities



The following table presents the main challenges faced by students during the implementation of the developed curriculum:

Table 4. Common Challenges in Learning Rhetoric Faced by Students

No.	Challenge	Description of the Problem	Percentage of Students Facing This Difficulty
1	Difficulty in Practical Application	Students find it challenging to produce rhetorical examples from their daily lives.	65%
2	Lack of Practical Exercises	There is a need for more analytical and practical exercises.	78%

3	Weak Linguistic Background	Some students have not previously studied rhetoric, necessitating intensive review.	54%
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Students' faced several challenges while implementing the developed curriculum, which affected their ability to comprehend and practically apply rhetorical concepts. One of the most prominent challenges was the difficulty in practical application, as 65% of students reported having trouble producing rhetorical examples from their daily lives. This can be attributed to the nature of rhetoric, which requires linguistic analysis and creativity in using rhetorical devices, skills that some students were not accustomed to in their previous studies. Additionally, 78% of students indicated a lack of practical exercises in the curriculum, which hindered their understanding of the concepts. Students need more diverse analytical exercises, including studying poetic and prose texts, practising identifying rhetorical devices, and applying them in writing new texts. This shortage led some students to rely on theoretical understanding without sufficient practice, affecting their performance in practical application.

The third challenge was the weak linguistic background of some students, as 54% of them had not previously studied rhetoric, requiring them to undertake an intensive review of the fundamentals of rhetoric before delving into the study of rhetoric. This weakness is reflected in their ability to analyze both classical and modern Arabic texts, leading to difficulties in understanding some advanced concepts. These challenges highlight the urgent need for further improvements to the curriculum, including incorporating intensive exercises, strengthening the connection between theory and practice, and providing basic linguistic reviews for students with weak rhetorical backgrounds to engage more effectively with the educational content. Based on the research results, the researcher developed a set of recommendations aimed at enhancing the effectiveness of the developed curriculum and addressing the challenges faced by students during their studies. These recommendations include the following:

### **Continuing the Development of the Curriculum According to Contextual Teaching**

The study demonstrated that the application of contextual teaching methods had a positive impact on students' understanding of rhetorical concepts. Therefore, it is recommended to expand the scope of this approach to include other branches of rhetoric, such as the science of meanings (*ʿIlm al-Maʿānī*) and the science of eloquence (*ʿIlm al-Bayān*), allowing students to study rhetoric in a more integrated and coherent manner. This expansion would further enhance their general understanding of rhetorical techniques.

### **Adding More Gradual Exercises**

Given the students' need for intensive practical exercises, it is essential to provide a variety of exercises that gradually increase in difficulty, starting with simple applications and progressing to the analysis of complex literary texts. These exercises can include the study of Quranic verses, prophetic hadiths, poetry, and modern prose texts, enabling students to develop deeper analytical skills in rhetoric.

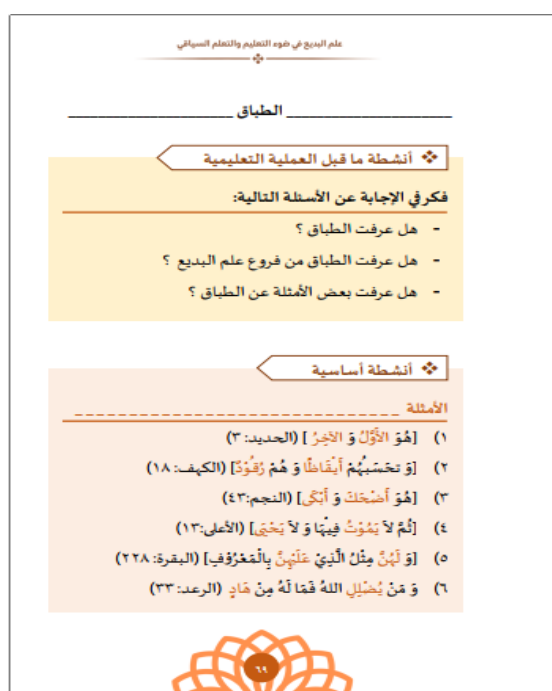
## Utilizing Multimedia and Technology in Teaching Rhetoric

Technology can play a significant role in facilitating the learning of rhetorical concepts through multimedia such as educational videos, interactive applications, and digital platforms. These tools help students engage in text analysis in modern and enjoyable ways. Additionally, language games can be designed to enhance the ability to recognize rhetorical patterns automatically, making the learning process both engaging and effective.

## Preparing a Teaching Guide for Educators

To ensure the optimal use of the developed curriculum, it is recommended to prepare a comprehensive teaching guide for educators. This guide should include instructions on how to teach rhetorical concepts according to contextual teaching methods, providing additional examples, lesson plans, and enrichment exercises. These resources will assist in illustrating the most effective strategies for teaching this field of study.

Figure 4. Page of Core Activities (Examples and Discussion).



The following table presents the main recommendations proposed by the researcher to improve the teaching of rhetoric (*‘Ilm al-Badi’*):

Table 5. Recommendations for Enhancing the Teaching and Learning of Rhetoric

No.	Recommendation	The objective of the Recommendation	Expected Benefits
1	Expanding the application of contextual learning	To enhance students' understanding of various branches of rhetoric	Improved ability to connect concepts

2	Increasing practical exercises	To enable students to practice concepts effectively	Enhanced comprehension and practical application
3	Utilizing technology in teaching	To make learning more interactive and engaging	Increased student interest and motivation to learn
4	Developing a teaching guide for instructors	To provide teachers with guidance on the best teaching strategies	Improved teaching quality and effectiveness

Based on the research findings and student and expert opinions analysis, a set of recommendations has been developed to enhance the effectiveness of teaching the science of rhetoric (*ʿIlm al-Badīʿ*) through a contextual learning approach. These recommendations are summarized in four main points, focusing on expanding the scope of contextual learning, increasing practical exercises, leveraging technology, and developing a teaching guide for instructors to improve teaching quality. Firstly, increasing the application of contextual learning to include various branches of rhetoric, not just the science of *Badi'*. This approach helps strengthen students' understanding of the interrelationships between the sciences of meanings (*ʿIlm al-Maʿānī*), expression (*ʿIlm al-Bayān*), and rhetoric (*ʿIlm al-Badīʿ*). This broader approach allows students to gain a comprehensive perspective on Arabic rhetoric, enabling them to link different rhetorical concepts and enhance their analytical skills when studying literary texts.

Secondly, there should be more practical exercises so that students can engage with rhetorical concepts in a valuable and effective manner. The more analytical exercises there are, the deeper and more precise students can apply what they have learned. This step aims to enhance comprehension and practical application by providing varied exercises, including analyzing poetic and prose texts, creating rhetorical examples from everyday life, and solving exercises that require critical thinking-thirdly, utilizing technology in teaching, where multimedia, interactive platforms, and digital applications can be employed to make the learning process more engaging and enjoyable. These tools can contribute to increasing student interest in the subject and motivating them to learn through unconventional methods, facilitating the absorption of complex concepts interactively and innovatively and fourthly, developing a comprehensive teaching guide for instructors, which includes clear guidelines on the best strategies and methods used in teaching the science of *Badi'* through contextual learning. This guide will help improve teaching quality and efficiency by providing models for lesson plans, innovative teaching methods, and practical examples that instructors can use during their lessons, ensuring the achievement of optimal educational outcomes for students'. Implementing these recommendations will improve the quality of teaching the science of *Badi'* and enhance students' skills in understanding and applying it, making the educational process more efficient and effective.



#### 4. CONCLUSION

This study concludes that the CTL approach significantly enhances the effectiveness of teaching *‘Ilm al-Badī’* in the Arabic Language Education Department at Yudharta University Pasuruan. The main findings reveal that traditional rhetoric curricula, emphasizing classical texts, are poorly suited to students' real-life contexts, hindering their understanding and practical application of rhetorical concepts. The development of the developing tool resulted in improved student comprehension, greater interest, and enhanced rhetorical analysis skills. The study successfully addresses its initial objective of designing and evaluating the effectiveness of a CTL-based *‘Ilm al-Badī’* curriculum. The results confirm that this approach meets the learning needs of non-native Arabic speakers and bridges the gap between theoretical knowledge and practical skills. The implications of this research are both practical and theoretical. Practusefulhe newly developed textbook increases student engagement, facilitates concept comprehension, and is contextually relevant. Theoretically, the study contributes a novel model for Arabic rhetoric curriculum development grounded in contextual and applied methodologies. Despite the promising outcomes, several limitations were identified, including variations in students' linguistic backgrounds, the need for more practical exercises, and difficulty applying rhetorical concepts to real-life situations. These findings highlight the need for ongoing refinement of the curriculum. The study recommends expanding the CTL approach to other branches of rhetoric, such as *‘Ilm al-Ma‘ānī* and *‘Ilm al-Bayān*, increasing the number and variety of gradual exercises, integrating technology and multimedia, and preparing a comprehensive teaching guide for educators. These measures are expected to enhance the quality of rhetoric instruction further and support students in mastering rhetorical skills in a more engaging, practical, and holistic manner.

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