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Innovative Thinking Approach in Designing Teaching Materials for *Ilm Badi* Course: A Comprehensive Framework for Enhancing Students' Writing Skills

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Abstract

Students face several challenges in learning Ilm Badi, including difficulty understanding learning objectives, a lack of comprehension regarding the classification in Ilm Badi materials, insufficient visual stimuli in teaching materials, and challenges in generating new sentences. These issues indicate a mismatch between theoretical understanding and practical language skills. Therefore, this study aims to design teaching materials for Ilm Badi with an innovative thinking approach to stimulate students' writing creativity. The research method employed is Research and Development (R&D), integrating the instructional material design procedure by Sa'ud with the ADDIE model. Data were collected through interviews, observations, and questionnaires. The results indicate that the innovative thinking approach is relevant in strengthening creative thinking processes in general and supports the teaching of Ilm Badi with a more progressive and contextual approach. The teaching materials produced through detailed design stages involve composing content in Arabic and Indonesian, utilizing additional visualizations, and designing exercises to encourage students' innovative thinking abilities. The teaching materials design process includes collaboration with relevant experts. It undergoes expert assessments, resulting in teaching materials that meet standards for use in Ilm Badi learning, emphasizing innovative thinking. Further studies are necessary to test the designed teaching materials' effectiveness empirically.

Keywords: *Ilm Badi, Innovative Thinking Approach, Teaching Material Design, Writing Skills, Students*

Abstrak

Mahasiswa menghadapi beberapa tantangan dalam mempelajari Ilm Badi, termasuk kesulitan memahami tujuan pembelajaran, kurangnya pemahaman tentang klasifikasi dalam materi Ilm Badi, stimuli visual yang kurang memadai dalam bahan ajar, dan tantangan dalam menghasilkan kalimat-kalimat baru. Masalah-masalah ini menunjukkan ketidaksesuaian antara pemahaman teoritis dan keterampilan bahasa praktis. Oleh karena itu, penelitian ini bertujuan untuk merancang bahan ajar Ilm Badi dengan pendekatan pemikiran inovatif untuk merangsang kreativitas menulis mahasiswa. Metode penelitian yang digunakan adalah Penelitian dan

Pengembangan (R&D), dengan mengintegrasikan prosedur desain bahan ajar oleh Sa'ud dengan model ADDIE. Data dikumpulkan melalui wawancara, observasi, dan kuesioner. Hasil penelitian menunjukkan bahwa pendekatan pemikiran inovatif tidak hanya relevan dalam memperkuat proses berpikir kreatif secara umum tetapi juga mendukung pengajaran *Ilm Badi* dengan pendekatan yang lebih progresif dan kontekstual. Bahan ajar yang dihasilkan melalui tahapan desain yang rinci melibatkan penyusunan konten dalam bahasa Arab dan Indonesia, memanfaatkan visualisasi tambahan, dan merancang latihan untuk mendorong kemampuan pemikiran inovatif mahasiswa. Proses desain bahan ajar melibatkan kolaborasi dengan para ahli terkait dan menjalani penilaian ahli, sehingga menghasilkan bahan ajar yang memenuhi standar untuk digunakan dalam pembelajaran *Ilm Badi* dengan penekanan pada pemikiran inovatif. Studi lanjutan diperlukan untuk menguji secara empiris efektivitas bahan ajar yang dirancang.

Kata Kunci: *Ilm Badi*, Pendekatan Berpikir Inovatif, Desain Bahan Ajar, Keterampilan Menulis, Mahasiswa

INTRODUCTION

Balaghah, also known as the *Ilm Uslūb*, is equivalent to studying stylistics or the Science of language style (Syahrān, 2019). Balaghah encompasses three main fields: first, the Science of al-Ma'āni; second, the Science of al-Bayān; and third, *Ilm al-Badī'* (Ardiansyah, 2016). Unlike the sciences of ma'ani and bayan, *Ilm al-Badī'* is a component of Balaghah that instructs on how to embellish and beautify sentences in terms of expression and meaning (Thabrani, 2011). Balaghah, particularly *Ilm Badi*, bears a resemblance to the study of stylistics within the broader field of linguistics (Aziz et al., 2018; Haleem, 2020; Tian & Pho, 2020). Stylistics focuses on analyzing how language is used to create specific effects, often exploring elements such as diction, syntax, and figurative language (Colston & Gibbs, 2021; Klaus, 2013; Vysotska, 2019). In this context, *Ilm Badi* serves as a means to embellish and beautify sentences, akin to the objectives of stylistic analysis (Anshory, 2019; Sarifah, 2019; Zakaria & Abdullah, 2019). Understanding the principles of stylistics can provide valuable insights into the application of *Ilm Badi* in literary expression (Hadi, 2021; رشيد, ٢٠١٨), enriching students' comprehension of language aesthetics and creativity in writing (Bakri et al., 2019; Mustafa & Mustafa, 2021). This discipline holds particular significance, especially for a literary scholar, and, as such, the study of *Ilm Badi* is included in the curriculum of Arabic literature programs at various universities.

From a literary standpoint, innovative thinking arises from the human imagination's endeavor to rejuvenate existing beauty, enhancing experiences for literary creators and readers (Endraswara, 2013). It enables a deeper understanding of language usage in crafting aesthetics, transcending conventional literary confines, and fostering cultural comprehension (Warsiman, 2015). *Ilm Badi*, over time, explores methods to embellish expressions, necessitating imaginative prowess. Teaching *Ilm Badi* should thus cultivate students' creative thinking, facilitating the creation of eloquent new sentences. Hence, developing *Ilm Badi* teaching materials with innovative thinking is pivotal in addressing challenges, particularly enhancing students' writing proficiency.

Writing expresses human ideas through the creative power of intellect manifested in written form (Jie, 2006; Williams, 2012). It is not merely a communication tool but also reflects an individual's thinking paradigm through diction, style, variations, and culture (Muradi, 2015). Despite its productive-active foundation, such as speaking, the assessment of writing quality traditionally focuses on accuracy in language rules and minimizing errors. In contrast, innovative thinking assessment is based on novelty. The challenge in traditional writing learning lies in creating conditions where students can experience an active and productive process (Muradi, 2014). More contemporary teaching materials are needed in such conditions to stimulate and develop students' writing skills.

Research on teaching materials becomes a crucial aspect of educational research, given its pivotal role as a primary element in the learning process (Harizaj & Hajrulla, 2018; Mažgon & Štefanc, 2012; Menary, 2007). The selection of teaching materials significantly influences learning, making the determination of which teaching materials require careful consideration of various factors (Cloonan & Fingeret, 2020; Naisiano et al., 2020; Usman & Lesmana, 2020; Weston & Cranton, 1986; Мартинюк et al., 2021). Therefore, teaching materials are crucial for learning facilitation and serve as focal points in research and development, particularly in location-specific analyses, ensuring their applicability. Research outcomes are expected to offer contextual learning solutions (Frances et al., 2020; Haryono & Hikmah, 2023; Murphy et al., 2013). This study's contribution extends beyond *Ilm Badi*'s development at UIN Maulana Malik Ibrahim Malang, potentially benefiting similar contexts elsewhere. Thus, its impact on Arabic language learning in Indonesia is significant.

In the context of this research, numerous studies have delved into similar topics. One such investigation focused on developing teaching materials for *Ilm Badi*, utilizing a contrastive analysis approach within the Arabic language education domain (Hafidz, 2022). The study highlighted the positive impact of the developed materials on students' comprehension of *Ilm Badi*, resulting in a notable average grade increase of 35%. Nurcholis (2016) also explored instructional material development for *Ilm Badi*, incorporating e-mind maps and social media to facilitate informative, student-centered activities. This approach significantly enhanced students' abilities in the subject. Tabrani (2019) undertook a study to enhance students' translation skills in dealing with texts featuring Balaghah Uslub. Through the development of cooperative learning-based Tarjamah teaching material, the study recorded an impressive increase of 109% in students' abilities. Masdar (2019) contributed insights through a study employing a contrastive analysis approach to develop instructional material for the *Ilm Bayan* course. The research identified challenges such as students' difficulty remembering *Ilmu Bayan* rules and their tendency to compare them with Indonesian language study. Furthermore, Ratni (2020) focused on developing teaching materials for *Ilmu Ma'ani* based on constructivist learning theory and Vygotsky's social constructivism principles. The materials received high validation scores from experts, students, and lecturers, indicating their effectiveness. Madsar's and Bahri's developed materials effectively improved student performance (Masdar, 2019; Ratni, 2020).

This research focuses on crafting instructional materials for the *Ilm Badi* course, integrating innovative thinking to boost students' creative writing skills.

This study significantly advances teaching methodologies by emphasizing innovative thinking in material design. Combining Saud's instructional material development steps with the ADDIE model, the research ensures a comprehensive approach. The study aligns with the educational essence, aiming to enhance students' awareness and problem-solving abilities (Uno & Mohamad, 2014; Rahmanto, 1988). Instructors in literature education guide students to articulate their ideas effectively, a principle central to this research. It aims to enhance writing skills in the Department of Arabic Language and Literature at UIN Maulana Malik Ibrahim Malang through an innovative thinking approach in *Ilm Badi's* teaching material development.

METHOD

Research Design

This study is a research and development (R&D) aimed at designing teaching materials for *Ilm Badi* using an innovative thinking approach to enhance students' writing skills (Sugiyono, 2016). The research and development process adopts the teaching material design procedures proposed by Sa'ud and integrates them with the ADDIE model (Priyadi, 2009). Both procedures are employed simultaneously to yield a high-quality product in *Ilm Badi*.

Data Collection and Analysis Technique

The instructional material design procedure involves three main steps: preparation, writing, and completion (Sa'ud, 2018). In the preparation step, the researcher conducts a curriculum review for the course, followed by the development of materials, encompassing the scope and sequence tailored to the context and psychology of the students, which is realized through a needs analysis activity. This analysis helps determine the relevance of the teaching material to the educational level, the breadth of the material, and the appropriate difficulty level. Thus, the students can achieve the learning objectives and competencies more effectively (Setyosari, 2020). In the subsequent stage, namely the writing step, the researcher composes instructional materials according to a specific model or approach. It is followed by discussions or deliberations, where the instructional material is presented to experts, including language experts, subject matter experts, and curriculum experts. Subsequently, the material is revised based on the feedback received. The final stage is completion, where the researcher focuses on the readability aspects of instructional materials, including words, content, and pictures. Additionally, the completeness of supporting elements, such as diagrams and other materials, is ensured.

In line with the three stages above, implementing the ADDIE model in this research involves three key steps: analysis, design, and development (Ghani & Daud, 2018; J. Zhang, 2020). The analysis step involves scrutinizing the delivery of *Ilm Badi* learning from the perspectives of both educators and students to identify potential hindrances in the learning process or areas for further enhancement. In the design step, teaching materials are planned by formulating outcomes derived from the needs analysis. The final step is developing, creating, and refining teaching materials based on the previously devised design.

The data collection methods employed in this research encompass various approaches, including observation, questionnaires, and interviews (Rahardjo, 2011,

2023; Sugiyono, 2016). The observation and questionnaire phases were conducted during the needs analysis stage. The observation aimed to provide a holistic overview of the lecture implementation within the classroom. Meanwhile, the questionnaire was distributed to students as potential respondents. The assessment and expert validation process for the developed Badi Science teaching materials also involved using questionnaires. Interviews were conducted with the lecturer responsible for the Badi Science course to gain a deeper perspective. These varied data collection procedures were meticulously designed to ensure comprehensive and relevant data collection aligned with the objectives of this research.

RESULT AND DISCUSSION

Ilm Badi course is an integral part of the curriculum in the Department of Arabic Language and Literature at the Faculty of Humanities, UIN Maulana Malik Ibrahim Malang. Taught in the fifth semester, two competent lecturers in the field delivered this course. The learning objectives of *Ilm Balaghah* involve the aspects of *muqtadha al hal*, *wudhuh ad dilalah*, and *tahsin al kalam*. Meanwhile, the learning objectives of *Ilm Badi* in the context of this course are for students to be able to enhance and select beautiful expressions while maintaining the boundaries of precision in *muqtada al hal* and clarity of intent in speech. The primary reference book used is "*Taysir Al-Balagah fi Ilmi al-Badi*" by Usamah Al-Buhairy (البحيري, ٢٠٢٠). The selection of this book is expected to ensure that the applied concepts of *Ilm Badi* are clear and do not overlap with other *Ilm Badi* concepts, providing a solid foundation for students' understanding of the taught material.

In the analysis of problems and needs conducted through questionnaires, classroom observations, and review of teaching materials, it was found that 63% of respondents perceived the current teaching materials used in the *Ilmu Badi* course to make learning somewhat challenging. Additionally, 37% of respondents stated that they could only grasp the learning objectives after being explained by the instructor before the start of the lesson. Moreover, only 68% of students felt that the current *Ilmu Badi* textbook provided adequate explanations regarding the concepts, classification of types, and related examples. Conversely, 24% of them found the classification of materials and examples needed to be clearer and easier to comprehend. Furthermore, 78% of students found the exercises challenging to understand, with a small portion considering them uninteresting.

The current *Ilmu Badi* textbook lacks any illustrations, which is noteworthy because effective stimuli, including images, are essential for stimulating language creativity (Fink et al., 2010; Stosic, 2021; Y. Zhu, 2020). Images are particularly effective in training students to produce creative sentences using the language styles learned in *Ilmu Badi*. Additionally, 73% of respondents indicated that the exercises in the current teaching materials failed to stimulate their creativity in generating new sentences or language. Nearly half of the respondents opined that although there are examples in the teaching materials, they still need help understanding thoroughly. Most importantly, all respondents expressed that despite understanding the material taught and using the current teaching materials, they still encountered difficulties and confusion in generating new and varied sentences. It contradicts the fundamental goal of learning *Ilm Badi*, which should involve understanding theories and the ability to produce diverse new sentences.

While the course on the *Ilmu Badi* has been meticulously designed, as outlined above, the needs analysis has revealed significant findings concerning students' perceptions and experiences in the field. This analysis was conducted to elucidate existing issues by collecting empirical data (Durak & Ataizi, 2016; Jundi, 2023b; Pribadi, 2009). Students were analyzed to obtain their perceptions and responses (Chory et al., 2014; Jundi, 2020; Velde et al., 2021). The results show that while most students understand the learning objectives, some still need additional explanation. Current teaching materials need more explanations on *Ilm Badi*, especially its classification and examples, leading to dissatisfaction with perceived difficult and uninteresting exercises. The absence of visuals is also a drawback, given their importance in stimulating students during the learning process (Althuizen & Reichel, 2016; Goldschmidt & Smolkov, 2006). Visual stimuli in learning are also essential to stimulate creativity (Blandino et al., 2023; Frith et al., 2022; Rotaru, 2020). Despite understanding the material, students need help generating new sentences, indicating a mismatch between theoretical understanding and practical language skills. It aligns with criticisms of *Ilm Balaghah* learning, emphasizing the need for teaching methods that allow students more freedom of expression (شحاتة & السمان, ٢٠١٢). Meanwhile, open responses from students underscore the need for in-depth Indonesian-language teaching materials featuring detailed explanations, clear examples, and adequate exercises.

Based on the above analysis, several issues related to the instructional materials used were identified in the teaching of the *Ilm Badi* course (Masdar, 2019). Regarding the impact of studying *Ilm Badi* on students' creative abilities in writing and expressing ideas, the full potential has yet to be realized. Teaching writing is critical in education (Gillespie et al., 2014; Ray et al., 2016). Therefore, considering the challenges students face, modification or development of the textbooks used is necessary. It is crucial to enhance and modify these instructional materials by providing more stimuli and exercises that can stimulate the development of students' innovative thinking (Barak & Yuan, 2021; Kwangmuang et al., 2021; Recka, 2019). Through this approach, students' creative writing and expressive skills are expected to be optimally sharpened through the *Ilm Badi* course.

Innovative Thinking Approach in Teaching *Ilm Badi*

Thinking has diverse meanings, including using reason to process information acquired through the senses to attain truth (Adun Rusyna, 2014). The thinking process is a human intellectual activity that involves efforts to acquire, convey, comprehend, and accept information. It also serves as a mental activity with the goal of problem-solving, following the descriptions by Wilson and G. Dewe (Khan, 2022). Thinking, engaging the intellect in understanding knowledge to generate new understanding, reflects a characteristic of humans (Tiam, 2016). It is crucial to note the close connection between the human mind and language (Kadir et al., 2022). The Science of languages plays a crucial role in shaping organized thinking, as logical thinking without knowledge of language can impede clear and easily understandable expression (Surajiyo, 2012).

Innovation is a deliberate effort by individuals and groups to change various aspects, such as ideas, events, outcomes, and methods (Rusdiana, 2014). In Arabic, innovation is known as "*tajdid*," embodying the essence of rejuvenation towards

existing works by transforming them into something entirely new and different comprehensively, based on learning from experience. Innovation involves an extreme or exploratory process built upon the substance of experience (Muradi & Taufiqurrahman, 2021). Essentially, innovation is a transformative process from thoughts into new products, new processes, or new solutions, rooted in the learning derived from previous experiences (خيرى, ٢٠١٢). Furthermore, Innovative thinking involves creative mental activities, utilizing intellect to process information and generate original solutions. It stimulates innovation by formulating and connecting new ideas and fostering direct, contextual, and cooperative learning approaches. It activates the intellect to integrate organized thoughts with effective language, creating significant innovations rooted in experience (Uno & Mohamad, 2014).

Innovative thinking, inherent in human imagination, enriches literary experiences by infusing everyday life with profound messages and meanings (Darma, 2019). Dhitley underscores the role of imagination in perceiving beauty, which is crucial in studying Badi science, which embellishes expressions (Endraswara, 2018). The relationship between *erlebnis* and *erfahrung* in aesthetics and thought is pivotal, offering creative and innovative thinking dimensions. Aesthetics serves as a conduit for contemplating profound epistemological truths beyond mere expression (Hadi, 2008). Thus, the fusion of *erlebnis*, *erfahrung*, and aesthetics underscores the significance of learning Badi Science to refine language with an innovative edge.



In the dynamic landscape of language education, fostering innovative thinking alongside proficient writing skills is imperative. Innovative thinking is the bedrock for generating novel ideas while honing writing skills, which involves strategic planning and composition. Thus, integrating innovative learning approaches is essential to augment students' writing proficiency. (Acar & Tunçdoğan, 2019; Buragohain, 2018; Jundi et al., 2023; Lloréns et al., 2023; Slavin, 1995). The stages in the process of learning writing skills include planning, selecting writing styles, searching for sources, and organizing the essential elements of a theme (صالح نصيرات, ٢٠٠٦). In composing writing materials, teachers must refer to the learning objectives (Barrick & Thoron, 2016; Chatterjee & Corral, 2017; Graham, 2019; Mitchell & Manzo, 2018; Turner, 2019). Exercise materials can take the form of guided essays, free essays, narrative essays, argumentative essays, and khithabiy essays to develop students' writing abilities following their needs and comprehension levels. Assessment materials should also correspond to the learning objectives and align with the concept of *Ilm Badi* (Jundi, 2023c, 2023a; Munir, 2017; Sewagegn, 2020).

Preparation of Teaching Materials for *Ilm Badi* with an Innovative Thinking Approach

This stage constitutes implementing the first step in instructional material development, namely preparation, simultaneously serving as the second step in the ADDIE model, namely the design phase (Cahyadi, 2019; Pramono et al., 2021). This process translates the needs analysis results into the design of instructional materials that will be developed, as outlined in the research background. In this

stage, several steps are undertaken, such as goal setting, determination of content coverage, and determination of material display format.

Objective Determination Phase- In this phase, establishing objectives refers to specifying the competencies to be attained by developing instructional materials (Ali & Jundi, 2023; Idrissi et al., 2020; Wong, 2020). Identifying competency achievement indicators involves employing operational verbs (Direktorat PTKI Kemenag, 2018; Jundi & Solong, 2021). This process aligns with the curriculum set by the study program for the *Ilm Badi* course. However, significant focus is placed on fostering students' writing skills through an innovative thinking approach guided by the established curriculum. Achievement indicators are refined to specifically target these skills, breaking down core competency verbs into detailed components to enhance comprehension and foster innovative thinking in students (Prabowo & Nurmaliyah, 2010).

Determination of Material Scope Phase- Determining the scope of material in the *Ilm Badi* course is done by analyzing the Semester Lesson Plan (RPS) used (Kusmanto & Siregar, 2019). The content presented in *Ilm Badi* covers two main focuses: *muhasinat lafdzy* and *mauhassinat ma'nawy* (Raswan, 2012; Saleh, 2020). This analysis is conducted to ensure a profound understanding of the content of the *Ilm Badi* course and to define the scope of the material that will be taught to students.

Stages of Material Presentation- In the effort to broaden students' writing skills, encompassing the exploration of ideas, understanding, and emotions, one method that can be applied is through the practice of writing or *insya'* (Hamid, 2008; Mustofa & Hamid, 2016). Writing activities can be categorized into guided and free essays (Isnaeni et al., 2022; Smith, 2021). Free essays, as a specific form of writing, involve the process of writing without specific instructions (Park, 2020; Yasuda, 2022). Several exercises that can support the development of students' freewriting skills include summarizing specific readings, describing images, and explaining particular activities.

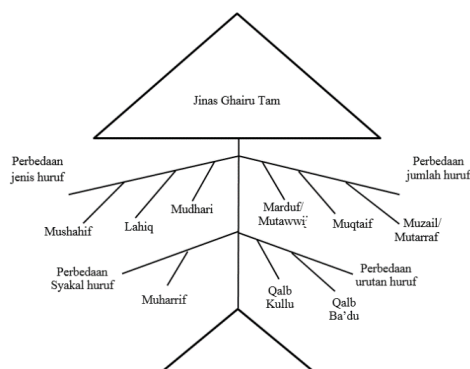
Among the three types of exercises, two are considered more suitable within the context of learning *Ilm Badi*. The first exercise involves narrating images, where students are asked to describe pictures of human activities (Gutierrez et al., 2015; Maming et al., 2023; Y. Zhang et al., 2023). This exercise can assist students in developing observational skills and expressing ideas clearly and in detail (Jundi & Nabila, 2023; Pratiwi & Ayu, 2020; Yeo et al., 2021). The second relevant exercise is explaining an activity, which involves explaining tasks frequently undertaken by students in specific contexts. The writing process in this exercise encompasses concept creation, revision for error correction, and copying onto official paper (Hermawan, 2018).

To enrich the learning experience, artistic techniques and visual representations, such as images, diagrams, caricatures, mind maps, and fishbone diagrams, can be adopted. This approach facilitates expanding imagination, simplifying understanding, and identifying solutions and impacts related to a given problem. Thus, the utilization of these methods creates a space for students to think freely and creatively in addressing the challenges they encounter (مدحت محمد أبو النصر, ٢٠١٢). Therefore, the material presentation format will incorporate exercises

involving image description and activity explanation, complemented with diverse visual techniques, to enhance students' writing skills.

Development of Teaching Materials for *Ilm Badi* with an Innovative Thinking Approach

This stage represents the implementation of steps two and three in instructional material development, namely writing and completion, simultaneously serving as the third stage in the ADDIE model, which is the development stage (Jundi, 2023b; Yoon, 2019). This process is realizing the design plan prepared in the previous stage. During this stage, several steps are taken, including the compilation of instructional materials, the assessment of instructional materials, and revisions.



Development of teaching materials

The development involves utilizing Microsoft Office Word applications and adhering to predetermined competencies and indicators. Each chapter and content are systematically structured by integrating explanations in Arabic and Indonesian. Learning a second language through translation and using the first language as a medium of instruction is not as detrimental as perceived but yields positive outcomes

(Huang, 2023; Kabir, 2020). Additional visualizations such as diagrams, mind maps, and fishbone diagrams are incorporated to facilitate comprehension (Buran & Filyukov, 2015; Davies, 2011). The strategic exposition of content with visualizations depicting interrelationships among the components within a conceptual framework contributes to an enhanced comprehension of the subject matter.

In terms of evaluation, aligned with the developmental goals of instructional materials in this research, the assessment of learning materials takes the form of exercises (Hürsen et al., 2014). These exercises are designed to foster and stimulate students to develop innovative thinking skills, such as constructing sentences based on visual stimuli and elucidating specific activities (Čotar et al., 2020; Forte-Celaya et al., 2021; Vladimirovich et al., 2020; X. Zhu, 2023). Mind maps can also enhance students' creativity (Dong et al., 2021; Hidayati et al., 2023; Su et al., 2022). The formulation of this evaluation aims to measure students' comprehension and capabilities while providing an overview of the effectiveness of the instructional materials. Exercise administration can be diversified by incorporating cooperative learning and problem-based learning concepts to promote interaction and collaboration skills among students (Barreto et al., 2022; Jundi et al., 2023; Machmudah, 2010; Nurhidayati et al., 2020; Van Ryzin et al., 2020). Cooperative learning in university subjects improves student learning by fostering teamwork, engagement, and discussion (Bedregal-Alpaca et al., 2022; Mendo-Lázaro et al., 2022).

Figure 1.
Example of exercise developed

Buatlah ungkapan bebas yang mengandung jinas gairu tam berdasarkan gambar aktivitas sehari hari, dengan menggunakan kata kata berikut!

		الجواب: (نعمة - نعمة)
	
		الجواب: (تلى - تلاميذ)
	
		الجواب: (صبر - ظفر)
	

Buatlah paragraf bebas minimal 20 kata dan berdasarkan tema berikut dengan menggunakan kata kata jinas gairu tam!

المتال: إلى المستشفى (داء - دواء):
 - الصحة تاج الإنسان، وهي نعمة من نعم الله العظيمة، وهي أمن من الدنيا وما فيها، إذا مرض الإنسان فضاقت به الدنيا ولكن اليأس عن رحمة الله ممنوع لأن لكل داء دواء.
 أ. إلى الجامعة (شهيد - شديد):
 ب. إلى المسجد (صلاة - صلاح):
 ج. إلى السوق (حسن - حسن):

Assessment of Instructional Materials- Following the completion of instructional material development, the subsequent step involves submitting the instructional material to various experts in relevant fields. The engaged experts include instructional design specialists, Arabic language experts, and experts in the Science of *Ilm Badi*. Although the instructional materials have been designed with sufficient quality, experts have provided several suggestions for further improvement. Based on the three experts' summary, the primary recommendations concern the images and illustrations utilized. Experts recommend replacing images of children with those more relevant to the age group of the students targeted by these instructional materials. Additionally, there are suggestions for adding and revising some of the examples included in the instructional materials. Experts advise that the examples should be more diverse to enhance learning effectiveness.

Submitting the instructional material to these experts is to obtain constructive feedback that can enhance the quality of the instructional material (Ambarwati et al., 2020; Nopriyanti et al., 2020; Wiwita et al., 2020). The assessment process is conducted following the instructional design steps previously outlined.

This instructional material can be refined by obtaining expert feedback and evaluations to achieve optimal learning objectives. Expert assessments have highlighted areas for improvement in translations, material organization, and the integration of examples and visuals, aiming to enhance students' comprehension and provide better learning support.

CONCLUSION

From the above description, it can be concluded that: 1) The innovative thinking approach is not only relevant in the process of creative thinking in general but also supports the teaching of *Ilm Badi* with a more progressive and contextual approach, enabling students to understand better, reflect upon, and create the beauty of the Arabic language. Therefore, teaching materials for *Ilm Badi* with an innovative thinking approach are essential to develop students' creativity and skills in writing production. 2) Planning teaching materials for *Ilm Badi* with an innovative thinking approach requires detailed design stages. The design stage involves determining objectives, content coverage, and material display formats suitable for students' needs and development. In this context, emphasis is placed on developing students' writing competencies with an innovative thinking approach. The use of art techniques and visual representations is also integrated to enrich the learning experience. It shows that implementing the innovative thinking approach requires integrating visual elements and art to stimulate creative thinking and innovative solutions in the learning of *Ilm Badi*. 3) Material preparation combines Arabic and Indonesian languages, utilizing additional visualizations to facilitate understanding. Material evaluation is done through exercises to encourage students' innovative thinking abilities. The assessment process by experts from various fields, such as instructional design, Arabic language, and *Ilm Badi*, provides improvement notes focused on language translation, material sequence, and using examples and images. Improvement notes and expert responses to the developed product indicate that the teaching materials created have a well-designed structure.

It is imperative to recognize the concrete impact of incorporating innovative thinking into *Ilm Badi*'s instruction, which enhances students' linguistic creativity and augments their overall language proficiency and academic performance. The practical implications of these findings extend beyond individual classrooms to inform curriculum development and instructional practices across educational institutions, emphasizing the significance of integrating innovative thinking strategies into pedagogical approaches. Suggestions for future research to delve deeper into the efficacy of innovative thinking approaches in *Ilm Badi* instruction, exploring factors such as cultural influences and learning environments while also investigating diverse teaching strategies to optimize students' Arabic language skills.

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