

An Innovation In *Balāgh Wa Uslūbiyyah* Course Through Blended Learning

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Abstract

The quality of the students' understanding and appreciation in *Balāgh wa Uslūbiyyah* course is still low. Therefore, it is urgently needed to conduct a study focused on: a) how the design of teaching and learning *Balāgh wa Uslūbiyyah* using blended learning; b) How the implementation of teaching and learning *Balāgh wa Uslūbiyyah* using blended learning model; c) What the students' perceptions who learn *Balāgh wa Uslūbiyyah* using blended learning model is; d) how the students' achievement in *Balāgh wa Uslūbiyyah* course using blended learning model is? The research method used in this study was Design Based Research (DBR). Ten students who taken *Balāgh wa Uslūbiyyah* course were purposively chosen as the samples in this study. The expected results of this study were: 1) the compilation of *Balāgh* teaching and learning design using blended learning model; 2) the procedures of teaching and learning *Balāgh* using blended learning model; 3) the description of the implementation of teaching and learning *Balāgh* using blended learning model; 4) the students learning outcomes in *Balāgh* course using blended learning model; and 4) journal articles in international journals.

Keywords: Innovation; *blended learning*; *Balāgh*

INTRODUCTION

The development of science and technology has a direct impact on the development of various aspects of life including on education. The impact of science and technology development in education has affected both at the macro and micro level. At the macro level, the development of science and technology has influenced various governmental policies, either central or regional. While at the micro level the development of science and technology has made teaching and learning processes in the classroom to adapt and follow the various findings and products resulted by the development of science and technology that are very useful for the development and acceleration of education.

The use of e-learning in teaching and learning processes has become commonplace, it has even become a necessity for the educators/teachers to master and use it. Due to the importance of the e-learning system, this model has replaced the role of educators/teachers in teaching and learning processes. The Distance Learning System (DLS) conducted by several universities has utilized this model

and made it as the main media in teaching and learning processes, such as in Open University, Saudi Electronic University (SEU) and several other universities.

However, the use of ICT massively today does not ignore the importance of the educators' roles in teaching and learning processes. Because the educator as one of the elements of managing education in an educational institution that is directly involved in the learning process (Saidah, et al, 2018:139). Many aspects cannot be obtained by using ICT only. The direct roles of the educators/teachers are really needed in characters building, skills development and various other soft skills. After all, the role of educators/teachers will not be replaced one way or another. The approach taken and the best attempt are to combine between traditional approaches and the use of ICT which is then referred to as blended learning.

Nowadays the implementation of blended learning in high professions is increasing. The teaching and learning objectives offer flexibility in terms of time and place for students who are diverse in various aspects. However, it is unfortunate that the special focus on the diversity of these groups and how to meet individual needs are rarely conducted. A research conducted by Boelens R, et al (2018) has showed that professional supports oriented to the educators'/teachers' beliefs are essential for unlocking the full potential of blended learning. Therefore, institutions should develop this approach and pay more attention to all the students' interests in the context of teaching and learning processes.

Indeed, blended learning combining internet-based platforms and education has been used in various educational materials. Antoine Marchalot (2018) conducted his research in 2007 to 2014 to examine the effect of blended learning on anesthetic outcomes. The results of his research have showed that blended learning (combining internet-based learning and flipping classroom) has had positive effect in improving the learners' knowledge.

Karen M C, et al (2018) also conducted a research on the use of blended learning among nursing students. The results of his research have showed that the students who learn by using blended learning have had higher motivation, mastery of knowledge, and learning satisfaction compared to the students who learn by using online platform only. Blended learning provides additional pedagogical value when it is compared with online-based teaching and learning in terms of teaching and learning skills and attitudes.

One effort to increase student motivation in learning Arabic is to make Arabic learning innovations fun.(Mardliyyah&Baroroh, 2019:65). Base on that, the development of *Balāgh wa Uslūbiyyah* courses continues. Several research results have showed various efforts and innovations that have been made and created to improve the quality of teaching and learning processes. Nurbayan (2014) has tried to make an innovation in teaching and learning *Balāgh* through an *adabi* approach. The results have showed that this approach could increase the level of students' appreciation for *Balāgh* materials. The students more easily understand the materials using model that emphasizes on giving examples that are in accordance

with the students' cultural background and trends, and does not only refer to the terms of rules that exist in the discussion of *Balāghah* discipline.

The problem in this study is the low quality of teaching and learning *Balāghah wa Uslūbiyyah* identified by the low students' score. Thus, the formulation of research problem in this study is 'how is the design of teaching and learning *Balāghah wa Uslūbiyyah* using blended learning?'

Overview of *Balāghah wa Uslūbiyyah*

Balāghah wa Uslūbiyyah is one of the branches of Arabic that has been still being studied. It is studied starting from *madrāsah ibtidāiyah* (elementary school) to college. Why this discipline is thoroughly learned is due to the importance of this knowledge, viewed as a tool, to reveal the beauty of Arabic sentences. (Sanusi, 2019, Hafidz, 2018).

In terms of terminology, *Balāghah* is the study to know the beauty of meaning clearly with correct and fluent expressions. The word *Balāghah* can be an attribute of *kalām* and *mutakallim*. As explained by Suryaningsih & Hendrawanto (2017:3) that in the study of literature, *Balāghah* is the nature of an expression and its speakers, then it is called literary utterances (*kalām balīg*) and literary speakers (*mutakallim balīg*).

What is meant by *Balāghah kalām* is *kalām* that is suitable to the situation and condition of the recipient of the *kalām* itself using the fluency of its *lafaz*, either in *mufrad* or in *murakkab*. Whereas, *bālagah mutakallim* is the ability that exists in a person for compiling and conveying *kalām balīg* in accordance with the situation and conditions. Based on this understanding, it is clear that *Balāghah* has an important position among Arabic learners. By understanding the knowledge, one can find out the beauty of meaning in an expression. (Al-Hasyimi, 1999:40-43).

According to Nasution in Awaluddin (2019:78) that the method is a way to do something or a tool to achieve a goal. Based on the statement above, an educator/a teacher should choose the appropriate teaching and learning methods in order to *Balāghah* can be studied effectively and efficiently. Those methods can support teaching and learning process so that it becomes more focused. It might be said that the more effective the method used, the more effective and achievable the learning outcomes will be. In education, the educators/teachers are required to be good at determining and using teaching and learning methods, particularly in teaching and learning *Balāghah*. However, most of them are still confused or have difficulties in determining and using teaching and learning methods that are appropriate and relevant to the conditions of the students. It can emerge something unexpected during teaching and learning process and unexpected learning outcomes.

Based on the above explanation, a study on teaching and learning *Balāghah* based on field experience needs to be carried out. It would be the addition for the understanding and comprehension of issue under study, especially for the best practices regarding teaching and learning processes.

Teaching and Learning *Balāgah wa Uslūbiyyah*

Teaching and learning process is part of human activities that are often carried out. Those can be a major need that must be met. For humans in general, teaching and learning process is an attempt to understand, know, and comprehend the existing knowledge. Further, teaching and learning activities are related to the changes in a person's behavior.

According to Sunhaji (2014:32-33) teaching and learning activity is an attempt to make students/ learners learn, so that the process then is called as teaching and learning process. The process requires the change of the students' behavior. Then, the change is the result of interaction between the students and their learning environment. In addition, Raehang (2014:150) adds that teaching and learning process focuses on the efforts of an educator/ a teacher to lead his students into teaching and learning process. The purpose of teaching and learning processes is to achieve the determined and expected objectives of those processes. In conducting teaching and learning processes, it is important to pay more attention to the students' condition and situation because they are the key of successful teaching and learning processes. It is in line with Fujiawati (2016:21) who asserts that the notion of teaching and learning process in general is viewed as a process of interaction between the components of teaching and learning system with the aim to achieve an expected teaching and learning outcomes. Further, al-Waali (2004:39) states that teaching and learning activity in Arabic *at-tadrīsu* means a process of interaction (relationship) between an educator/a teacher and the students. The process requires a transmission of mind from the conveyor (educator/teacher) to others. The result of teaching and learning process is the improvement of students' thoughts, attitudes, and behaviors.

In relation to *Balāgah*, teaching and learning process is viewed as an effort to make students learn *Balāgah* so that the objective of teaching and learning *Balāgah* can be achieved. Al-Hasyimi (1999:40-43) states that *Balāgah* is the study learned to know the beauty of the meaning clearly with correct and fluent expressions. In further explanation, it is mentioned that *Balāgah* can be viewed as a trait of *kalām* and *mutakallim*. *Balāgah kalām* is *kalām* that is suitable to the situation and condition of the recipient of the *kalām* using the fluency of its *lafaz*, either in *mufrad* or in *murakkab*. Whereas, *Balāgah mutakallim* is the ability that exists in a person for compiling and conveying *kalām balīg* in accordance with the situation and conditions. Further, Wahbah and Muhandis (1984:45) state that *Balāgah* is the suitability of *kalām fasih* with the situations and conditions. There is a process of thinking about true, strong and good meanings in its composition. The following example is an expression containing *kalām balīg*.

محمد سيد الكون نين و الثقلين و الفريقين من عرب و من عجم

Meaning: *Muhammad itu junjungan dunia dan akhirat, manusia dan jin serta junjungan golongan Arab dan Ajam (golongan nonArab)* (Muhammad is the prophet of the world and the hereafter, man and jinn and the prophet of the Arab and Ajam (non-Arab groups)).

From several definitions above it can be concluded that teaching and learning *Balāghah* is an effort or process to make the students learn and comprehend *Balāghah* with the aim of changing their attitudes and behavior scientifically in knowing and understanding *Balāghah*.

Balāghah is one of the important study of Arabic that should be studied. This study focuses on the aspects of the beauty of Arabic expressions. Every phrase in Arabic has a level of beauty and accuracy (*balīg*). By comprehending this knowledge, it is expected that the students are able to understand and feel the beauty of Arabic expressions especially the verses of the Qur'an. In line with the history of the emergence of *Balāghah*, Zaenuddin & Nurbayan (2007:1-3) state that Arabic is a pure and qualified language. It has not been influenced by other foreign languages. When Arabic is influenced by an increasing role of religion, social and politics, there are setbacks and influences that make Arabs apprehensive. They want to return Arabic to its purity and majesty. They then start to compile the studies of *naḥwu*, *saraf* and *Balāghah*. Those studies are compiled and then studied to restore Arabic as a pure and noble language. There are several prominent figures (*ulama*) in the history of compilation of *Balāghah* study such as Abu Ubaidah, Ibn al-Mu'taz, Qudaimah bin Ja'far, and other figures who have contributed to the development of this study.

Based on the above descriptions above. It clearly shows that *Balāghah* learning has a fundamental purpose that is to return Arabic as a pure and noble language. Therefore, *Balāghah* has been started being studied in Arabic learning institutions such as Islamic boarding schools or Islamic based schools.

Blended Learning-Based Teaching and Learning Activity

Online teaching and learning methods and mix are growing exponentially in terms of the use in higher education and a systematic evaluation of these methods will help to understand of the best ways for learning. Moreover, Karen M C, et al (2018) conducted a research on the use of blended learning among nursing students. The results of his research have showed that students who learn using blended learning have had higher motivation, mastery of knowledge, learning satisfaction compared to the students who learn using online based learning only. Blended learning provides additional pedagogical value when it is compared with online-based teaching and learning in terms of teaching skills and attitudes. Indeed, the history of teaching and learning blended learning is begun when computers were first discovered. Further, the process occurs because of the interaction between the educators/teachers and the students. However, after the invention of the printing press, then it is switched using that media. The combination of learning through print-out and audio visual media makes teaching and learning processes more varied and innovative. In addition, along with the development of information and technology, blended learning exists and can be accessed by the students offline or online.

Nowadays teaching and learning processes based on blended learning are conducted by combining face-to-face learning, print-technology, audio technology, audio-visual technology, computer technology, and m-learning technology (mobile learning). Bersin (2004) further emphasizes that the history of blended learning is developed in training program, along with the invention of computer technology, training has been conducted using mainframe based. It can be carried out individually and does not depend on the same time and materials.

Moreover, the development of computer-based teaching and learning activity is able to reach more broadly, across islands, and continents due to the development of satellite technology. The distribution of the main information and materials of the training programs can also be carried out via CD ROM and the internet. Thus, training by combining those methods becomes more effective and efficient.

The Nature of Blended Learning

Although blended learning-based teaching and learning (a combination of face-to-face, offline, and online) has still become a polemic between face-to-face learning and computer-based learning, it does not mean to weaken any of them, but instead it wants to integrate or combine various ways of learning that have evolved to this time.

The results of a research conducted by Dziuban, Hartman, and Moskal (2004) have revealed that blended learning programs have had the potential to improve student learning outcomes and also reduced dropout rates compared to learning that has been fully online-based learning. Blended learning-based learning is not only useful to improve teaching and learning outcomes but also useful for improving communication relationships among three models of learning, namely the traditional classroom-based learning environment, blended learning-based learning, and fully online-based learning.

Blended learning-based learning is the best choice to increase the effectiveness, efficiency, and greater attractiveness in interacting among people in diverse learning environments. Blended learning provides learning opportunities to become better individually (independently) and communally (collectively) at the same or different time. A learning community can be carried out by the students and the educators who can interact at anytime and anywhere because they make use of computers and other devices (iPhones) as a learning facility. Blended learning provides learning facility that is very sensitive to all different psychological characteristics and learning environments

The Elements of Blended Learning-Based Learning

The elements of learning based on blended learning is a combination of face-to-face and e-learning which consists of six elements, namely: face-to-face, independent learning, application, tutorial, collaboration, and evaluation.

1. Face To Face-Based Learning

Face to face-based learning can be conducted by focusing on the teachers as the main source of learning. The teachers deliver learning materials, conduct question and answer, and provide discussion, guidance, assignments, and examinations. All is done synchronously, meaning that all students learn the materials at the same time and place.

Several variations of it can be carried out by several ways such as; the lecturer divides the materials into several topics that must be discussed by the students in front of the class, the students compose papers for presentations, then afterwards the question-answer process and problem solving). Using a student-centered approach, lectures are conducted through tutorials, workbooks, writing papers, and assessments.

2. Self-Based Learning

Self-based learning in face-to-face learning aims to facilitate the students in learning in accordance with their pace in understanding the learning materials or learning resources. In blended learning-based learning, the students should access various learning resources. In other words, the students learn not only from the resources delivered by the teachers, school libraries, but also they can find learning resources from libraries around the world. Professional and competent teachers in particular disciplines can certainly design any learning resources that can be accessed to be combined with books, multi-media, and other learning resources.

3. Practice-Based Learning

Practice - based learning in blended learning can be conducted through problem-based learning. Through problem-based learning, the students will learn based on problems that must be solved, then look for concepts, principles, and procedures that must be accessed to solve those problems. In addition, through problem-based learning, the students will actively understand the problems, look for various alternative solutions, and track the concepts, principles, and procedures needed to solve the problem.

4. Tutorial-Based Learning

When the students are active to convey the problems they face, then a teacher should act as a tutor / supervisor. Because of nowadays, a number of programs in tertiary institutions use a variety of interactive computer learning. The company provides CD-ROM-based learning and online content. Although the application of technology can increase the involvement of students in learning, the role of teachers is still needed as a tutor.

5. Collaboration-Based Learning

Collaboration-based learning is one of the important learning characteristics in the future in which teaching and learning processes focus on the students' abilities as an individual. Nevertheless, those abilities are then synergized to produce products (axiological), especially computer products in the form of hardware or complex software, an interdisciplinary approach is needed. Therefore, future products are products that are produced from collaborative activities. Collaborative skills must be an important part of blended learning.

6. Evaluation-Based Learning

Blended learning-based learning will certainly be very different compared to face to face-based learning evaluation. This evaluation must be based on the process and results carried out through assessing students' performances based on portfolios. Likewise, this assessment does not only involve the authority of teachers, but also needs an assessment made by students.

METHOD

The aim of this study was to develop the *Balāgah wa Uslūbiyyah* teaching and learning model using blended learning for magister students of Arabic Education. The intended teaching and learning model was a set of systematic steps in organizing learning activities to achieve teaching and learning objectives, including curriculum design, syllabus, lecture program units, and learning evaluation designs. Regarding the purpose of this study, this study belonged to Design-based Research (DBR) or commonly called development research. Development research in the terms of teaching and learning was intended to develop and validate learning products through stages of discovery, testing findings in teaching and learning situations, and revising products to produce teaching and learning models that were able to lead the students to master the learning objectives.

The Procedures of Developing Blended Learning-Based Learning

The blended learning model used the development research approach in education proposed by Borg & Gall (1983:775), consisting of 10 steps, namely:

1. Research and collecting information.

he collected information included: a) the concept of blended learning, b) learning models using blended learning; c) The collection of data and information using a quantitative descriptive approach, descriptive qualitative, and followed by a focus group discussion (FGD).

2. Planning

The activities at this stage included: a) preparing specifications for the *Balāgah wa Uslūbiyyah* learning design using blended learning; b) planning a setting or situation of learning; and c) determining the learning components.

3. Developing the initial products

The next stage was composing teaching and learning materials of *Balāgah wa Uslūbiyyah* using blended learning. At this stage the teaching and learning materials and tools were developed.

4. Conducting preliminary trial in the field/ setting of the study

After the initial product was developed, the next step was conducting primary trial. The preliminary trial was intended to perfect the initial product or the learning model that has been created. This preliminary test involved 3 lecturers and teaching and learning experts.

5. Revising the product

After the preliminary trial was conducted, it would be found the weaknesses and inputs for better improvement. Then the next step was product revision. Revising the product was based on the conclusions of the results of the data analysis obtained from the preliminary trial.

6. Carrying out trial in the field/setting of the study

At this stage, the trial was carried out in the setting of teaching and learning process both in the classroom (theory) and in the laboratory (practice). In this trial, a class was chosen from each department.

7. Revising the operational product.

Refinement of operational products was based on the results of data analysis in phase of trial in the field.

8. Conducting operational trial in the field/setting of the study.

This stage was the second trial, involving all parallel classes of each department in the same entrance year.

9. Revising the final product

This 9th stage was the latest revision and based on the results of data analysis at the operational product trial in the field phase.

10. Distributing and implementing

The step at this stage was to distribute the final products that have been tested in the field, primarily to the stakeholders, policy makers, and education practitioners.

Trial Setting

In the previous section it was explained that this study followed ten steps. There were three trials for blended learning model, namely: preliminary trial, field trial, and operational trial. Preliminary trial was very limited in nature, involving only few lecturers and experts in the field of teaching and learning. Field trial are carried out in teaching and learning processes in the classroom settings or in the laboratory. It depended on the materials of the course, involving one class in each department. Operational trial was conducted in teaching and learning processes in the classroom settings or in the laboratory. It depended on the materials of the course, involving all parallel classes of each department in the same entrance year.

RESULTS AND DISCUSSION

This research was conducted to overcome the problems occurred in the field that is the low quality of *Balāgah wa Uslūbiyyah* teaching and learning identified by the low score obtained by the students who took the course. To solve the problem, this study was conducted focused on: a) developing of *Balāgah wa Uslūbiyyah* teaching and learning design using blended learning; b) trial in carrying out of *Balāgah wa Uslūbiyyah* course using blended learning model; c) investigating the students' perceptions in learning *Balāgah wa Uslūbiyyah* using blended learning model; d) evaluating the students' achievement in *Balāgah wa Uslūbiyyah* course using blended learning model.

The study of developing *Balāgah wa Uslūbiyyah* teaching and learning materials using blended learning were carried out by implementing the following steps:

1. Planning

Planning was the first and strategic step in this study. The accuracy in designing each program in research would significantly influence the success of achieving good outcomes. The activities at this stage included:

- a. Composing the specifications of the *Balāgah wa Uslūbiyyah* teaching and learning materials using blended learning. At this stage the team selected the suitable materials for blended learning. Teaching and learning materials had particular characteristics, some could be blended and some could not.
- b. Planning a setting or situation of teaching and learning process. At this stage the researcher composed an appropriate lecturing scenario for *Balāgah wa Uslūbiyyah* course using blended learning.
- c. Determining teaching and learning components. At this stage the components were determined based on what should be present for teaching and learning using blended learning.

Those three stages could be seen from the development of the *Balāgah wa Uslūbiyyah* teaching and learning materials which would be developed using the blended learning model.

Research on the developing of *Balāgah wa Uslūbiyyah* teaching and learning materials using blended learning model yielded the following findings:

The Compilation Of *Balāgah Wa Uslūbiyyah* Teaching And Learning Designs Using The Blended Learning Model

Teaching and learning elements based on blended learning combined face-to-face and e-learning containing six elements, namely: (a) face-to-face (b) independent learning, (c) application, (d) tutorial, (e) collaboration, and (f) evaluation. Face-to-face teaching and learning process was conducted as same as it was carried out before the invention of print-technology, audio-visual and computer technology, the teachers played as the main learning resources.

Based on the above concepts and models, the results of this study proposed a blended learning model for lecturing in *Balāgah wa Uslūbiyyah* course as follows:

1. Lecturing using blended learning model was a combination of face-to-face lecturing and e-learning. Several materials were given during face-to-face teaching and learning and others were provided online. The important and complicated materials were given during face-to-face, so that the students could directly communicate and ask questions when they might not understand of the materials given. Whereas, the easier materials were provided online.
2. The easier and uncomplicated materials were provided independently. The lecturers prepared the materials that could be uploaded to the online learning system. The materials could be in the form of power points, animations, sounding images, and others. The lecturers prepared the materials which were enriched with the various materials for being uploaded online.

3. Blended learning model-based teaching and learning requires Application/platforms
Balāgah wa Uslūbiyyah teaching and learning process using blended learning models was a combination of face-to-face learning and e-learning. The lecturers prepared the materials that would be used both for face-to-face activities, and online. The materials that would be provided online needed a special packaging and had to be more complete than the material provided face to face. For online materials, the lecturers needed to prepare modules that would be provided online, power point containing the materials, exercises, and various animations that could enrich teaching and learning materials. Further, the lecturers also required to provide expert in teaching and learning design who are expected to be able to present the materials in more interesting, richer and various model that could encourage the students to be more interested and passionate in joining online lecturing. The platforms/applications that can be used for developing online teaching and learning materials are; Spada-based learning, Novo, Lms, and other learning models.
4. Tutorial
Tutorial activities are one of the essential activities that should not be ignored in the blended learning model. The lecturers who developed teaching and learning materials using blended learning model had to enrich the materials for tutorial activities. The materials uploaded online had to be enriched with the other materials that enabled the students to learn independently. The materials could be in the form of syllabus, teaching and learning objectives, and teaching and learning materials based on syllabus, conclusions, exercises and item tests to measure the students' mastery of the material given. The design of the materials should also support the students to communicate with their lecturers online through the application/platforms. The system should also support the lecturers to control teaching and learning activities online, much the students have learned the materials, how many times they have actively learned through the application/platforms, and how far the students have mastered the materials given.
5. Collaboration
Collaboration is an important aspect of blended learning. Collaboration between the lecturers and the students in lecturing process would determine the success of this program. The lecturers prepared the materials needed, conducted teaching and learning process and answered the questions, both face-to-face and online, and made an assessment. In compiling and composing the materials, the lecturers collaborated with the design experts and the ones who have known the application programs/platforms that were going to be used.
6. Evaluation
One of the stages in teaching and learning using blended learning is evaluation. This stage was carried out to determine the how far the students have mastered the materials given. Evaluations which was in the form of questions were given

either directly or online. There were formative evaluations given at the end of each discussion and summative evaluations given when all materials were given to students.

CONCLUSIONS

The problem examined in this study was an innovation in teaching and learning *Balāḡah wa Uslūbiyyah* using blended learning model. The focus of this study at the early stage was to develop a teaching and learning design that was going to be applied in teaching and learning processes. After conducting this study, the conclusions could be formulated as follows:

1. Blended learning-based learning model was a collaborative teaching and learning activities between face-to-face and online teaching and learning model;
2. The primary materials (*'umdah*) and the materials requiring in-depth explanation were provided face to face, while the easier materials (*fadlah*) that can be learnt independently were provided online;
3. The existing elements in teaching and learning process using blended learning model were as follows; face to face, independent learning, application, tutorial, collaboration, and evaluation;
4. Blended learning was a teaching and learning model combining classical and modern traditional teaching and learning models.
5. Blended learning in the terms of preparing its program required a special packaging related the materials in which the materials should be understandable, rich of illustrations, examples, and exercises. In addition, the materials need to be equipped with the learning objectives and guidelines.

For the improvement and continuity of studies on teaching and learning *Balāḡah wa Uslūbiyyah* using blended learning model, it is suggested to take several acts as follows:

1. This study is the first study of the use of blended learning in *Balāḡah wa Uslūbiyyah* course. Thus, the results found from this study are required to be followed up by lecturers related to the issues under study, researchers and practitioners especially in teaching and learning Arabic.
2. This study has only resulted in the design of teaching and learning *Balāḡah wa Uslūbiyyah* using blended learning model. Thus, it is necessary to conduct further and in-depth study such as; the use of blended learning in teaching and learning processes, as well as its evaluation both from lecturers' perspective and students. This study is '*muliti* years' study meaning that it needs to be continued in previous years.
3. The blended learning model is a collaborative and integrative teaching and learning model, between the old and new models, direct and indirect models, and human and technology.

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