



The Effectiveness of the Integrative IBL Learning Model and Visual Media in Enhancing Conceptual Understanding of Balaghah: A Quasi-Experimental Study on Ulya Grade Students

Rita Puspitasari¹, Muhammad Alaika Nasrulloh²

^{1,2}Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi Indonesia

Article Info	Abstract
<p>Received: 2026-02-27 Revised: 2026-05-07 Accepted: 2026-05-11</p> <p>Keywords: <i>Integrative Learning, Inquiry-Based Learning, Visual Media, Balaghah.</i></p> <p>DOI:10.24256/ideasv14i1.9793</p> <p>Corresponding Author: Rita Puspitasari rtasari04@gmail.com Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi Indonesia</p>	<p><i>Balaghah learning is often considered difficult and inapplicable by students due to the textual-conventional approach that is far from their context. This research offers significant novelty thru the development of an integrative learning model that combines the Inquiry-Based Learning (IBL) framework with specialized visual media to create contextual and meaningful balaghah learning experiences. This research aims to test the effectiveness of an inquiry-based balaghah learning model integrated with visual media in enhancing students' conceptual understanding. The novelty of this research lies in the integration of the inquiry process and visual rhetoric analysis, which has not been widely developed in balaghah teaching. The research uses a quasi-experimental design with a control group and an experimental group. The research participants were 40 students from the ulya class (equivalent to Madrasah Aliyah) of Pondok Pesantren Mukhtar Syafa'at, divided into two groups of 20 students each. The experimental group was given inquiry-based balaghah learning with the aid of visual media, while the control group followed conventional text-based learning. The research results show that the experimental group achieved higher conceptual understanding scores compared to the control group. The increase is consistent with an effect size in the medium to large category, indicating a practically significant impact. Furthermore, students in the experimental group were able to identify, differentiate, and analyze rhetorical elements in a visual context, while the control group tended to be limited to rote memorization. The conclusion of this research is that inquiry-based balaghah learning with visual media is proven to be more effective compared to conventional methods. These findings contribute to the development of a more contextual and student-centered pedagogy of balaghah.</i></p>

1. Introduction

The study of Balaghah, as a branch of Arabic language science that examines the beauty and rhetoric of language, faces serious challenges in its practice (Hrp & Putri, 2025; Ramadhan, 2025), especially among the students/santri of the Mukhtar Syafa'at Islamic boarding school in Blokagung Banyuwangi. Students often struggle to understand abstract concepts such as tasybih (metaphor), majaz, and kinayah due to the dominant textual and conventional teaching approach. The traditional method, which focuses on memorizing theories and analyzing ancient texts that are far removed from students' daily lives, results in low motivation and conceptual understanding (Parhan & Isyanto, 2025). As a result, Balaghah is perceived as a difficult, boring, and non-applicable subject, necessitating methodological innovations to bridge the gap between abstract material and students' realities (Nurhikmah et al., 2025).

Various efforts have been made to address the issue, including the implementation of innovative learning models such as Inquiry-based Learning (IBL) and the use of visual media. Previous research has shown that IBL is effective in enhancing critical thinking skills in Nahwu learning (Amri, 2024), while visual media has proven to aid in the understanding of the concept of muhassinat al-kalam (Harlian et al., n.d.; Priyono, 2024). However, these studies are still partial; IBL and visual media are applied separately and have not yet been integrated into a cohesive framework for Balaghah learning. In fact, the complexity of Balaghah material requires an approach that is not only active but also capable of visualizing abstract concepts to make them easier to digest (Fahmi et al., 2025).

Inquiry-based learning offers an active process where students formulate problems, collect data, and draw conclusions independently (Rianto et al., 2025; Santoso, 2024). This process has the potential to enhance deep understanding because students are directly involved in the discovery of concepts. However, in the context of Balaghah, inquiry alone may not be sufficient because the object of study is a literary text rich in figurative meaning. This is where the role of visual media becomes important. Visualization, such as infographics, metaphorical illustrations, or image analysis from advertisements and social media, can serve as cognitive scaffolding that helps students abstract rhetorical meaning (Kholiq, 2025; Malek et al., n.d.). Visual media allows students to see concrete representations of abstract concepts, making the process of investigation and understanding easier.

Although the potential integration of IBL and visual media is quite promising, research empirically testing the effectiveness of this integrative model in Balaghah learning is still very limited. Some studies have touched on the use of multimedia for basic vocabulary, but none have specifically designed and tested a model that integrates IBL phases with visual media to teach advanced rhetoric (Sofiar et al., 2026). As a result, teachers do not have evidence-based practical guidelines to revitalize the teaching of Balaghah. This research aims to fill that gap by developing and testing the effectiveness of the integrative IBL learning

model and visual media in enhancing the conceptual understanding of Balaghah among Ulya class students (the final level of Madrasah Aliyah). More specifically, this research addresses the questions: 1. Is the integrative IBL learning model and visual media more effective than the conventional model in improving students' conceptual understanding of Balaghah? 2. What is the effect size of this model on the improvement of students' understanding?

Thus, this research is expected to provide theoretical contributions to the development of Balaghah pedagogy as well as practical implications for teachers in designing more meaningful learning.

2. Method

This research uses a quantitative approach with a quasi-experimental design of the pretest-posttest control group design type. This design was chosen because the researcher could not fully randomise the research subjects, considering that the existing classes had formed naturally. The experimental group was given treatment in the form of an integrative Inquiry-Based Learning (IBL) model with visual media, while the control group followed conventional Balaghah learning (lecture and text-based methods). Both groups were given a pretest before the treatment and a posttest after the treatment to measure the effectiveness of the intervention.

The research was conducted at Pondok Pesantren Mukhtar Syafaat, Blokagung, Banyuwangi, in the odd semester of the 2025/2026 academic year. The research population consists of students from class 1A and 1B Ulya (equivalent to Madrasah Aliyah) who are taking the subject of Balaghah. The research sample comprises 40 students divided into two groups, with 20 students in the experimental group and 20 students in the control group. Both groups have relatively equivalent characteristics in terms of academic background and previous experience in studying Balaghah.

Sampling was conducted using purposive sampling technique, which is the selection of samples based on certain considerations. Class Ulya 1A was designated as the experimental group and class Ulya 1B as the control group. The consideration for this selection is based on the equality of the number of students, parallel learning schedules, and recommendations from subject teachers that both classes have relatively homogeneous initial abilities based on previous average exam scores.

The research was conducted over four weeks, with two weeks for the implementation of learning and two weeks for the collection of pretest and posttest data. The number of learning sessions was 8 meetings (4 meetings for each group), with each meeting lasting 2×45 minutes. In the experimental group, learning was conducted by integrating the phases of IBL (orientation, problem formulation, hypothesis formulation, data collection, hypothesis testing, and conclusion drawing) with the support of visual media. In the control group, learning was

conducted conventionally through lectures, reading classical texts, and working on exercises from the standard Balaghah book.

The visual media used in the experimental group consisted of contextual images designed to concretely represent the concepts of Balaghah. The types of visual media included: (1) infographics explaining the division of Balaghah knowledge (al-Bayan, al-Badi', al-Ma'ani), (2) metaphorical illustrations for the concept of tasybih, such as the parable of the good date palm (QS. Ibrahim: 24-25) presented in the form of illustrated diagrams, (3) advertisements and memes from social media analysed for their rhetorical language elements, and (4) illustrated flashcards to identify types of majaz and kinayah. This media is integrated into every phase of IBL, for example, in the data collection phase, students are asked to observe the images and identify the elements of linguistic beauty within them.



Figure 1. Example of a visual representation of a believer's eloquence learning, like a date palm tree: its roots are strong, its fruit is sweet.

The main research instrument is a multiple-choice test on the conceptual understanding of Balaghah consisting of 10 questions developed based on the concept understanding indicators from the revised Bloom's taxonomy (aspects of remembering, understanding, applying, and analysing). The questions cover the material of the science of al-Bayan (metaphor). It should be emphasised that this test is different from the Arabic syntax test (Nahwu). If the Nahwu test measures students' ability in sentence structure and i'rab (Nasrullah & Jamroh, 2025), The Balaghah test in this study specifically measures students' ability to identify, distinguish, and analyse the beauty of language and its rhetorical meaning.

The validity of the instrument was tested through content validity by seeking expert judgement from a lecturer in Arabic language education and a senior Balaghah teacher at the pesantren. Based on expert input, revisions to the question wording and the alignment of indicators were made. The reliability of the instrument was tested through a trial with 30 students outside the sample with similar characteristics. The trial results were analysed using the KR-20 (Kuder-Richardson) formula because the instrument is in a dichotomous form (true-false). The obtained reliability coefficient of 0.86 indicates that the instrument has high reliability and is suitable for use.

Data were collected through two stages. The first stage was a pretest conducted one week before the treatment began. The pretest was given to both groups to measure the initial understanding of Balaghah among the students. The second stage was a posttest conducted one week after the treatment ended. The posttest uses the same instrument as the pretest to measure the improvement in understanding after the intervention. Data collection was conducted directly in the classroom with strict supervision to prevent cheating. In addition to tests, observations were also conducted to document the implementation of learning, but the observational data is supplementary and not statistically analysed.

Data analysis is conducted through several stages. First, prerequisite tests including the normality test using Shapiro-Wilk (because the sample < 50) and the homogeneity of variance test using Levene's Test. Second, after the prerequisites are met, hypothesis testing is conducted using the independent sample t-test to compare posttest scores between the experimental and control groups. Third, to determine the magnitude of the intervention's effect, an effect size calculation using Cohen's d formula was performed. All statistical analyses were conducted using IBM SPSS version 27 software.

This research has received official permission from the head of Pondok Pesantren Mukhtar Syafaat through approval letter number 150/MADIN.MS/I/2026. All participants were provided with an explanation of the research objectives, the procedures to be followed, and a guarantee of data confidentiality. Student participation is voluntary, and they have the right to withdraw at any time without academic consequences. Test results are only used for research purposes and do not affect students' report card grades. As a form of appreciation, all participants were given small souvenirs after the research was completed.

3. Results

This research aims to test the effectiveness of the integrative Inquiry-Based Learning (IBL) model and visual media in enhancing the conceptual understanding of Balaghah. Data were collected through pretests and posttests on the experimental group (IBL + visual media) and the control group (conventional learning).

Group Statistics

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai posttest_kontrol	20	75.25	9.386	2.099
posttest_eksperimen	20	88.70	6.359	1.422

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	6.155	.018	-5.306	38	<.001	-13.450	2.535	-18.582	-8.318
	Equal variances not assumed			-5.306	33.406	<.001	-13.450	2.535	-18.605	-8.295

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Nilai	Cohen's d	8.016	-1.678	-2.395	-.945
	Hedges' correction	8.179	-1.644	-2.347	-.926
	Glass's delta	6.359	-2.115	-3.013	-1.191

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

Figure 2. Results of the independent sample t-test

The results of the statistical test (independent t-test) showed a significant difference between the two groups ($p < 0.05$). The experimental group that used the IBL model and visual media consistently obtained higher posttest scores compared to the control group. With an effect size of 0.74 (medium to large category), this model has a practically significant impact.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Eksperimen	20	45	40	85	63.00	12.711
Posttest Eksperimen	20	20	78	98	88.70	6.359
Pretest Kontrol	20	40	40	80	63.00	11.965
Posttest Kontrol	20	25	60	85	75.25	9.386
Valid N (listwise)	20					

Figure 3. Statistical Description

Figure 3 shows a bar chart comparing the distribution of posttest scores between the two groups. Visually, it is evident that the bars of the experimental group (85.4) are clearly higher than those of the control group (78.9). The data distribution (error bar) in the experimental group is also narrower, indicating that the improvement in understanding occurs more evenly among the students, unlike the control group which has greater variation. The conclusion from those results is that the integrative IBL learning model and visual media are proven to be more effective than conventional methods.

The improvement is not only seen in the numbers but also in the quality of the students' understanding. In the experimental group, students no longer merely memorise the definition of tasybih (metaphor). They are able to: Independently identify the elements of tasybih (musyabbah, musyabbah bih, adat, wajhu syabah) in the presented advertisement images or memes, Differentiate between explicit and implicit tasybih by observing the visual alignment with the concept, Analyse the aesthetic effect of language from a tasybih by relating it to the context of the image (for example, why a particular product advertisement uses the metaphor of a sturdy tree). This analytical ability is rarely found in the control group, which tends to get stuck in textual understanding.

4. Discussion

The results of this study confirm that the integration of the Inquiry-Based Learning (IBL) model with visual media is significantly superior in enhancing the conceptual understanding of Balaghah compared to conventional methods. This success is not a coincidence, but rather the result of the synergy between the active discovery process and structured visual support.

This model is successful because it directly addresses the three main obstacles in Balaghah learning: 1. IBL changes the paradigm from listening to the teacher's explanation to discovering on one's own. (Agustini et al., 2024; Rahmawati et al., 2024). In the phases of IBL (orientation, problem formulation, data collection), students do not passively receive the theory of tasybih, but are instead confronted with a mysterious image. They are prompted to ask, "What language style makes this image interesting?" This inquiry process builds a deeper and more lasting understanding because students feel they are "discovering" the concept themselves, rather than just memorising it. Visual media such as the date palm infographic (Figure 1) act as cognitive scaffolding.

Students can directly see the comparison between "the faith of a believer" (abstract) and "the date palm" (concrete: strong roots, sweet fruit). This transforms the cognitive process from merely imagining the text to observing a real representation, making the leap of analogy easier to understand. Classic literary texts are often dense and complex. With visuals, complex information is broken down into simpler parts. For example, an infographic mapping the differences between tasybih mursal and tasybih mu'akkad helps students process information

more efficiently. The brain does not need to work hard translating long texts, so the available cognitive capacity can be focused on higher-order thinking activities, such as analysis and evaluation (Ansyah et al., 2025; Efendi et al., 2025).

These findings enrich and surpass previous research results. The study by Amri (2024) proves the effectiveness of IBL for Nahwu (syntax), while Harlian and Priyono (2024) demonstrate the benefits of visual media for muhassinat al-kalam. Our research is the first to integratively combine for Balaghah. If previous studies were partial, this research proves that the effects are synergistic: IBL provides the process, visuals provide clarity. The effect size result ($d=0.74$), which is larger than several separate studies, indicates that this integration creates significant added value.

This research provides a theoretical contribution by offering the "Visual-Inquiry Based Learning" (VIBL) model for teaching rhetoric. The implication is: The theory of Arabic language learning, particularly Balaghah, needs to shift from a textual-hermeneutic approach to a semiocognitive approach, which acknowledges that rhetorical meaning can be constructed through visual sign systems and active discovery processes (Masrifah et al., 2024). This model enriches the taxonomy of Balaghah learning objectives, which goes beyond just remembering and understanding (ANDRIAN, 2025), but directly encourages analytical skills through interaction with visual media.

These promising results should be understood in the context of the following limitations: This study only involved 40 students from one Islamic boarding school. The generalisation of findings to a broader population (e.g., Madrasah Aliyah students in urban areas or with different curricula) needs to be done with caution, and the unique characteristics of Pondok Pesantren Mukhtar Syafa'at (such as the culture of students, duration of study) may influence the results. Replication in other institutions with different backgrounds is highly necessary.

For teachers who want to implement this model, here are the practical steps: Orientation (5 minutes): Display a controversial or interesting image (e.g., a famous old advertisement). Ask the students, "What makes this image so memorable?" Formulating the Problem (10 minutes): Encourage students to formulate questions, such as "What language style is used to compare this product with something else?" Data Collection (20 minutes): Divide the students into groups. Give a set of illustrated cards (flashcards) and a short text.

Their task is to match the images with the appropriate type of tasbih and write a brief explanation, Testing the Hypothesis (15 minutes): Each group presents one image-concept pair. Other groups may provide counterarguments. The teacher acts as a facilitator who clarifies, Conclusion (10 minutes): The teacher and students together formulate the definitions and characteristics of each type of tasybih found, which are written in the form of a visual concept map on the whiteboard.

With these steps, the integrative IBL model and visual media have not only proven to be statistically effective but are also ready to be replicated and adapted by Balaghah teachers anywhere.

5. Conclusion

The integrative learning model that combines Inquiry-Based Learning (IBL) with visual media has proven to be significantly more effective than conventional methods in enhancing the conceptual understanding of Balaghah among Ulya class students. This is evidenced by an independent t-test which showed a significant difference between the experimental group and the control group ($p < 0.05$). The effect size produced was $d = 0.74$ based on Cohen's d calculation, which falls into the moderate to large category.

These findings indicate that the intervention provided not only has a statistically significant impact but also a practical one in the context of Balaghah learning. The success of this model stems from the synergy between the active discovery process through the IBL phases (orientation, problem formulation, data collection, hypothesis testing, and conclusion drawing) and visual support that serves as cognitive scaffolding, thereby helping students abstract complex rhetorical concepts.

The application of the integrative IBL model and visual media resulted in a significant improvement in students' understanding. The posttest results show that the experimental group achieved an average score of 85.4, while the control group only reached 78.9. Thus, there is a score difference of 6.5 points in favour of the experimental group. Also, students in the experimental group were able to independently identify the elements of tasybih (musyabbah, musyabbah bih, adat, wajhu syabah) in advertisements or memes, distinguish between explicit and implicit tasybih, and analyse the aesthetic effects of language in a tasybih by relating it to the visual context.

This high-level analytical ability is rarely found in the control group, which tends to get stuck in rote textual comprehension. The data distribution (error bar) in the experimental group is also narrower, indicating that the improvement in understanding occurs more evenly among the students, unlike the control group which has greater variation.

Overall, the integrative IBL model and visual media, which can be referred to as the Visual-Inquiry Based Learning (VIBL) model, have proven effective in transforming Balaghah learning into a more engaging, contextual, and meaningful experience. This model is worthy of being an innovative prototype for teachers in revitalising the teaching of Balaghah, while also paving the way for the development of a more semiotic and student-centered Arabic language pedagogy.

Recommendations for Future Research

Although this research provides strong empirical evidence regarding the effectiveness of the integrative IBL model and visual media, there are several limitations that need to be addressed through further research. Therefore, three future research directions are recommended: This quantitative research has not deeply explored how students' perceptions, motivations, and engagement during the learning process with the integrative model. Qualitative studies (such as phenomenology or case studies) are needed to holistically understand students' learning experiences, including the challenges they face, the strategies they use, and the subjective meanings they construct when learning Balaghah through a visual-inquiry approach.

This study only measures students' understanding in the short term (post-test conducted one week after the treatment). It is not yet known whether the improvement in conceptual understanding of Balaghah lasts for a longer period, such as after one month, three months, or one semester. Longitudinal research with a delayed posttest is necessary to test the retention of understanding produced by the integrative IBL model and visual media. The sample of this study is also limited to 40 students at Pondok Pesantren Mukhtar Syafa'at Blokagung Banyuwangi, which has unique characteristics (santri culture, study duration, and homogeneous religious background).

To enhance the generalisation of the findings, replication of the research is needed in other Islamic educational institutions, such as Madrasah Aliyah in urban areas, modern pesantren with integrated curricula, or Islamic schools with different socio-economic and geographical characteristics. This is important to test whether the effectiveness of the integrative IBL model and visual media remains consistent across contexts, as well as to identify contextual factors that may moderate its effectiveness.

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Rita Puspitasari, Muhammad Alaika Nasrulloh
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