Needs Analysis Of Arabic Balaghah Module Development Through Infographics

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Abstract
The knowledge discipline of Arabic balaghah requires creative and innovative learning techniques to master it. Infographics are an alternative to making information or learning more concise, exciting, and easy to understand. Detailed information and learning content can be translated into graphics and summaries that engage students. This study was conducted to obtain students' views on the need to design and develop infographic modules to learn Arabic balaghah. Design and Development Research is used as the approach of this study. This study focused on the first phase, which needs analysis data using a set of questionnaires related to infographic design, infographic needs in achieving information, and infographic requirements in module content design. The subject is 136 Bachelor in Arabic Studies students who had taken the Balaghah Al-Qazwini Text Study course offered for the Bachelor of Arabic Studies Programme at Sultan Zainal Abidin University. Quantitative data were analyzed using Statistical Package for Social Science (SPSS) software to obtain percentages, means, and standard deviations. The results of the study found that there is a need to develop infographic modules to help students master the knowledge of balaghah more efficiently and systematically.
Keywords: Arabic; Balaghah; Design; Development; Infographics; Modules.

INTRODUCTION
Balaghah or al-balāghatt is an Arabic word that means fluent and eloquent in speech (Dewan Bahasa & Pustaka, 2005). In Lisan al-Arab (2003), al-balaghah means al-fasohah, which is eloquence while al-balāghatt on the side of ulama pertains to - the agreement of words with the situation and followed by eloquence. Al-Qazwini (2016) defines balaghah as an expression that corresponds to the will of the surrounding situation with an eloquent and clear expression. With a comprehensive definition, it can be said that balaghah is to express a clear meaning by using the correct expression, influential in the soul of the listener, as well as keeping the relevance of each expression within the context of the situation around it.

Mastery of this information is vital for students studying Arabic as a second language because it may help them understand the beauty of Arabic literature that deals with the Quran's wonders. Apart from other components such as grammar (grammar), sarf (morphology), and so on, understanding of balaghah is also an essential component in Arabic. Findings from previous studies indicate that the majority of students are not

able to master this knowledge well due to weaknesses inherent in the teaching materials or textbooks used (Sopian et al., 2013). Reading resources such as textbooks, reference books, modules, and lesson notes are the primary sources used in the PdP (learning) process. If students can read and understand the information, it becomes the most effective teaching instrument (Coleman, 1962). Affandi (2006), who emphasises the role of textbooks in the PdP process, agrees with this assertion. The PdP procedure entails the application of knowledge, skills, and reading materials. In textbook learning and learning curriculum preparation, teaching materials play a significant role (Rosni, 2013). To attain a learning goal, learning materials must be motivating in order to entice students to learn the language effectively (Cano & Leonard, 2019). Textbooks are one of the most significant learning tools in the PdP process, and they require students to have a sufficient level of reading ability as well as their enthusiasm and willingness to use them (Salasiah et al., 2011). As a result, the textbook's readability should be adequate for the students' reading abilities, as well as effective material presentation, in order to pique their interest and desire in studying (K. A. Ghani, Noh, & Yusuff, 2017).

However, past research on the teaching and study of Arabic as a second language in Malaysia has revealed that students had issues interacting with balaghah texts. According to Abdul Hakim (2008), the majority of the explanations and analyses provided on these themes in the textbook balaghah Sijil Tinggi Persekolahan Malaysia (STPM) are complicated and difficult for students to grasp. The findings of a research (Azhar et al., 2007) that examined at the usage of Higher Arabic textbooks (BAT) and a study (Azhar, 2006) that examined at balaghah textbooks at the Sijil Tinggi Agama Malaysia (STAM) level supported these findings. He found out that the students could not master the knowledge of balaghah well due to the use of textbooks that did not pique their interest to learn from it.

In research at the Sijil Pelajaran Malaysia (SPM) level including students from Sekolah Menengah Kebangsaan Agama (SMKA) and Sekolah Menengah Agama (SMA) in Melaka, Anuar and colleagues (2013) discovered that students have difficulty mastering balaghah information. One of the issues that students experience is that they are unable to take advantage of the usage of textbooks, causing difficulties for the assignments to be completed properly. Meanwhile, Raja Hazirah (2012) discovered in her tertiary level research that students have yet to understand this information, despite having been exposed to it since secondary school. Their abilities does not grow in lockstep with their amount of higher education. Learning Arabic balaghah, which is solely focused on the memorising of instances and procedures, is boring (Rosni, 2012). As a result, teaching and learning techniques must evolve in tandem with technological advancements in today's environment (de Giorgio et al., 2021). Previously, conventional delivery methodologies require a more modern, creative, and innovative approach to engage students in turn helping them understand the lessons being delivered (Hadiyanto et al., 2021).

Mohd Zulkhairi (2012), found that the use of multimedia is very important in learning Arabic balaghah to form an interesting and enticing PdP process. Erlind (2014) who conducted a study on the use of mind maps in learning balaghah acknowledged that the use of multimedia is very helpful for students to master this knowledge. Furthermore, based on a needs analysis study by Ahmad Redzaudin, (2016) at the tertiary level, namely at the Selangor International Islamic University College (KUIS). There is a need to create a new balaghah module that is suited for the contemporary period in order to help students

better absorb knowledge. One of the options for achieving this goal is to utilise infographics to interest students in understanding a complicated piece of information from a textbook. Infographics are a novel way in PdP for delivering information in a visual, direct, and student-centered style (Krauss, 2012).

METHOD

The needs analysis for this study was the first phase in the module development study based on the Design and Development (DDR) approach (Richey & Klein, 2007) before the module design phase was done. This study uses a questionnaire as a research instrument in the needs analysis phase to examine the need to develop an infographic module in learning Arabic balaghah based on students' views. This study focuses on the Balaghah Al-Qazwini Text Study Course which is a compulsory course for Bachelor in Arabic Studies students, UniSZA. This course is offered in the fifth semester of the programme of study.

Purposive sampling (purposive sampling) is used in this study to select a sample based on the researchers's knowledge and the belief that it would offer information on the research topics. In this phase, a total of 136 students who studied the Balaghah Qazwini Text Study Course at UniSZA responded. Table 1 lists the respondents who took part in this phase of the analysis:

Table 1: Study Respondents for the Needs Analysis Phase

Research Respondents	Total
Bachelor Students of Arabic Studies Second cohort	60 students
Bachelor Students of Arabic Studies Third cohort	76 students
	136 students

The instrument used in the first phase of this study was a questionnaire. A set of needs analysis questionnaires were distributed to obtain students' feedback and views on the extent of the need for infographic module development in Arabic balaghah learning at UniSZA. The questionnaire used is a structured questionnaire modified based on the needs analysis research questionnaire instrument. There were aspects that were focused in the questionnaire, namely the demographics of the respondents, infographic design, the function of the infographic in conveying information, and the characteristics of the infographic in the content design of the Arabic balaghah learning module.

A 5-likert scale questionnaire was used to conduct out the study's implementation process for the needs analysis phase. For validation reasons, five in-house specialists were chosen based on their knowledge and skills in the fields of Arabic language and graphics technology before the questionnaire was issued. On questions in the questionnaire that may be improved, expert feedback was taken into consideration. Following that, a pilot study was done with 30 UniSZA students who had just completed this research course.

Needs analysis phase data analysis using Statistical Package for Social Science (SPSS) software. The analysis conducted is descriptive involving frequency and mean. The results of descriptive analysis were used to determine the level of need for infographic modules in learning Arabic balaghah according to students' perceptions.

The questionnaire for this phase used the content validity method before the pilot study was conducted. Content validity refers to the accuracy of the domain to be measured, the accuracy and adequacy of the content of the items that can provide understanding to the respondent to answer it and the format of the instrument, as well as

the consistency of the content and format of the items to be measured and evaluated by the respondent. To obtain the validity of the content for this questionnaire, a group of experts was appointed for the purpose. A total of five item evaluation experts were selected based on their knowledge and qualifications in the field of Arabic language and graphics technology. Reliability refers to the ability of a measuring instrument to produce consistent results each time a measurement is made. To obtain the reliability of the questionnaire for this phase, a pilot study was conducted on 30 students. The findings of the pilot study allowed the researchers to modify the questions as well as the items in terms of content format and question arrangement.

RESULTS AND DISCUSSION

The following are the contents of the questionnaire that was distributed to 136 selected respondents. The following is a presentation of information of infographics that students prefer in the delivery of learning information. The following is an analysis of the study findings to see the level of students' liking for infographic design.

Table 2: Infographics Design

	B: Infographics Design	Mean	SD	Interpretation
B1	I like information in the form of mind maps	4.604	.6348	High
B2	I like information in the form of visual pictures of symbols	4.631	.4980	High
B3	I like information in the form of graph charts	4.322	.7734	High
B4	I love coloured information	4.705	.4722	High
B5	I like concise information	4.564	.7290	High
B6	I like to get information quickly	4.651	.5057	High
B7	I love reading information that has an interesting layout	4.685	.5338	High
B8	I love information that has interesting writing	4.658	.5547	High
	Average	**4.6023**	**.3891**	**High**

Based on table 2, the interpretation of the data shows that the level of students' liking for the infographic is at a high level at an overall mean value of 4.60 and a standard deviation of 0.39. This indicates that the 136 students are very fond of and interested in the use of infographics in learning.

The items presented focus on the form and type of infographic design. A total of eight items were raised by the researchers, and the interpretation of the above data shows that all eight items are at a high level based on the min. The highest item was "coloured information" with a mean value of 4.71 and a standard deviation of 0.47. The item "read information with an interesting layout" with a mean value is in the second highest position of 4.69 and a standard deviation of 0.53. This is followed by the item "information with interesting writing" which is in the third highest position with a mean value of 4.66 and a standard deviation of 0.55. The remaining items are also at high levels of oil as shown in the table.

The following is a presentation of information based on student views

Table 3: The Function of Infographics in Information Presentation

	C: The Function of Infographics in Information Presentation	Mean	SD	Interpretation
C1	Infographics make information easier to understand	4.604	.6348	High
C2	Infographics make information simpler	4.651	.5566	High
C3	Infographics add focus to learning	4.483	.6535	High

C4	Infographics further strengthen understanding in learning	4.483	.6431	High
C5	Infographics motivate students to study harder	4.342	.8603	High
C6	Learning through infographics is more effective	4.383	.7222	High
C7	Infographics make learning faster	4.490	.6840	High
C8	Infographics help students remember concepts easily	4.611	.6008	High
C9	Infographics can enhance thinking creativity	4.557	.6512	High
C10	Infographics make learning more interesting	4.631	.5617	High
	Average	**4.524**	**.4928**	**High**

Interpretation of the data in table 3 shows that the students strongly agree with the function of infographics in the presentation of information with the overall mean value on a high level of 4.52 and a standard deviation of 0.49.

This section highlights ten items that examine at the functions and benefits of infographics in information transmission. Based on the mean values observed, the study indicated that all of these elements are at a high level. This explains why the students are highly motivated about the benefits of infographics in information delivery.

The highest item recorded was that students strongly agreed that "infographics make information simpler" with a mean value of 4.65 and a standard deviation of 0.57. The second highest item agreed by students was the item "infographics make learning more interesting" with a mean value of 4.63 and standard deviation 0.56 followed by the item "infographics help students remember concepts easily" with a value of (M = 4.61, SD = 0.60). The remaining items show a high level of student agreement on the need for infographics in the presentation of information such as the item "infographics make information easier to understand" with a value (M = 4.60, SD = 0.63). In addition, the item that is still at a high level of agreement but garnered the lowest mean is the item "infographics motivate students to study more diligently" with a value of (M = 4.34, SD = 0.86).

The following is a presentation of information based on the infographic features in the content design of the Arabic balaghah learning module. Students need improvement in terms of learning Arabic balaghah so that they better master this subject. Therefore, this section focuses on the need to design the content of the Arabic balaghah module in the form of an infographic and what are the items that should be in the design of the infographic.

Table 4: Infographic Features in Content Design

	C: Infographic Features in Content Design	Mean	SD	Interpretation
D1	All topics of Arabic balaghah learning should be made in the form of infographics	3.899	.9354	Moderate
D2	All topics of Arabic balaghah learning should be explained in the form of translation	4.195	.8437	High
D3	All topics of Arabic balaghah learning should be accompanied by examples	4.745	.4525	High
D4	Long texts related to the topic should be summarised	4.403	.7345	High
D5	Long texts related to the topic should be presented in an interesting way	4.611	.5540	High
D6	The summarised information should be accurate and clear	4.691	.4635	High
D7	The choice of colours should be interesting	4.624	.5751	High
D8	The theme should be appropriate to the topic	4.584	.5824	High

D9	The choice of writing type should be interesting to read	4.544	.5982	High
D10	The created graphics are interesting to read	4.711	.4693	High
	Average	**4.501**	**.4066**	**High**

This section has a high level of student agreement on the infographic features in the content design in the Arabic balaghah module. The analysis of the above data shows that the overall mean recorded is 4.50 and the overall standard deviation is 0.41.

(M=3.90, SP=0.94). There were 10 items in total with nine items recorded a high level and one item recorded at a moderately high level based on the recorded mean values. The highest item that was strongly agreed by the students was the item "all topics of Arabic balaghah learning should be accompanied by examples" with a mean value of 4.75 and a standard deviation of 0.45. The item "graphics produced should be interesting to read" was in the second highest position with a value (M = 4.71, SD = 0.47). The third highest item of mean value was the item "summarised information should be accurate and clear" with a value of (M = 4.69, SD = 0.46). The remaining items are still at a high level of agreement on the content design requirements of this module such as the item "long text related to the topic should be summarised" with a value (M = 4.40, SD = 0.73). There is only one item at a moderately high level that is the item "all topics of learning Arabic balaghah should be made in the form of infographics" with a value (M = 3.90, SD = 0.94).

The results of this descriptive analysis reflect the data that the frequency of students liking the design of infographics in the presentation of information is at a high level. Students may be more motivated to read content that is coloured. According to the findings of the study, students prefer this item the most. According to Amin et al. (2017), students are more engaged in material that is presented in appealing colours. The use of suitable colours may excite, attention, and willingness of students to study, according to Sigit Purnama (2010). Students also like to read content with an appealing layout, according to data research. Students that study visually are more easily drawn to graphic presentations of information than big text without images (Hamad, 2018). According to studies, students prefer to read information that has an appealing layout. Students who learn visually are more receptive to pictorial representations of knowledge than to large blocks of text without visuals (Hamad, 2018). Students will be less likely to become bored if knowledge is provided in the form of visuals, and the material will be easier to remember. Students prefer material with entertaining writing, according to the findings of the study. The type and size of writing used in presenting information has a vital part in making it simple to read and fascinating to read. All of the criteria with the highest mean scores are features of information visualisation via infographics, necessitating the creation of a learning module.

Furthermore, the benefits and functionalities provided by the infographic itself necessitate the development of an Arabic balaghah module. The findings revealed that the majority of students thought that the infographic made the content simpler. They read Arabic balaghah textbooks that offered a lot of material but did not focus on the crucial components. The benefits of infographics with a concept that summarises information can assist students in concentrating on crucial and focused information. Students also agreed that infographics made studying more enjoyable, according to subsequent research. Learning becomes more fascinating and enjoyable when visual components and information summaries are included. Students are quickly bored, which necessitates the use of infographics as one of the module development options. In line with Zulkhairi's

(2012) research, which revealed that the usage of multimedia is critical in learning Arabic balaghah in order to create an enjoyable PdP process. Multimedia may also be used to create infographics. The next item that most students agreed on was that infographics made information easier to understand. According to Krum (2013), the role of infographics is to transfer complex data and concepts into images and drawings that can be understood in a concise, clear and interesting way. Information presented graphically can facilitate students' understanding in mastering a learning topic. According to Dur (2014), the purpose of producing information through graphics is to convey the content of data that is too complex to the visual in an orderly fashion and can facilitate the understanding of the information.

As for the results of the analysis related to the infographic features in the content design of the Arabic balaghah module, the data showed that the item "all Arabic balaghah learning topics should be accompanied by examples" recorded the highest mean score. An information presented with graphics and summaries; are example elements that should not be discarded. This is because an example to the topic of discussion can make the information clearer and more practical. In addition, students argued that the graphics produced should be interesting to read. The summarised data must also be accurate and understandable. The usage of infographics satisfies all of the mentioned objectives, ensuring that the modules generated satisfy the demands and expectations of students, particularly in studying the science of Arabic balaghah in an engaging and easy manner. Based on the findings and discussion above, a module will be developed according to the features of the infographic that emphasises the concept of simple, concise, interesting, and fast aspects. The module begins with a storyboard of topic-specific content in the form of a static infographic, followed by the Training activity.

CONCLUSION

On a conclusive notion, the requirement for building infographic modules for learning Arabic balaghah is justified based on the conclusions of the needs analysis from the perspective of the students. Students require a straightforward, engaging, and innovative module. Module development involves using infographic elements with such features; Objectives, content, activities, and evaluations will all be included in the modules that will be created. The combination creates a unique interactive module that encourages students to learn Arabic balaghah independently.

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