Integrating Digital *Balaghah*: A Visual Module for Enhancing Arabic Rhetoric Learning

Muhamad Khairul Anuar Zulkepli, Mohd Zulkhairi Abd Hamid

Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, Kedah, Malaysia

DOI: https://dx.doi.org/10.47772/IJRISS.2026.10200577

Received: 23 February 2026; Accepted: 28 February 2026; Published: 21 March 2026

ABSTRACT

Arabic rhetoric, which is referred to as *balaghah*, is one of the key components in the achievement of mastery in the use of advanced forms of the Arabic language and is considered an effective tool in the interpretation of classical discourse, such as the discourse of the Qur'an and classical literature. At the moment, the transfer of knowledge in the field of *balaghah* is primarily based on traditional forms of instruction that focus on textbook-oriented learning and lecturing. This often leads to the perplexity of learners in the face of the abstract nature of rhetoric and the complexity of the language. This, in turn, affects the learners' motivation as well as their ability to apply the principles of rhetoric in their daily communication. Within this context, the current study seeks to utilize the perspective of the digital revolution in the learning process in order to explore the possibility of using digital visual learning tools in the instruction of Arabic rhetoric. The study aims to develop a conceptual framework for the development of the "Digital *Balaghah* Visual Module (DBVM)" that could play an effective role in the improvement of the instruction of *balaghah*. The study is of a conceptual nature and relies on the findings of prior studies in the domain of digital learning, including the use of visual learning tools in language instruction. In this regard, the study seeks to incorporate the "Cognitive Theory of Multimedia Learning" and other learning models of learners. The findings of the study reveal the possibility of using visual multimedia tools in the instruction of *balaghah*, which could lead to the development of deeper understanding of the subject matter and learners' engagement. The study seeks to develop a conceptual framework for the use of digital visual learning tools in the instruction of *balaghah*, which could serve as an effective instrument in the modernization of the instruction of *balaghah*. This study combines the traditional forms of *balaghah* with the use of modern digital tools in instruction, which could be of value for the development of the study in terms of its theoretical and practical contribution. This study could serve as a framework for developing an effective modality of instruction in the field of *balaghah* within the digital learning environment of the 21st century.

Keywords: *Balaghah*, Arabic Rhetoric, Digital, Visual Module

INTRODUCTION

The modern educational sphere is experiencing significant changes, with the process of digitalization having transformed into a key factor influencing all educational systems. The educational sphere of Arabic rhetoric, positioned at a critical juncture, calls for a choice to be made regarding the decision to adhere to traditional practices or to apply new methodological techniques. The educational sphere of Arabic rhetoric, being a key component in the study of classical texts, the ability to appreciate the eloquence of the Qur'an, and the need to acquire sophisticated language skills, is confronted with a number of challenges, particularly in the need to impart knowledge to students using abstract concepts, technical vocabulary, and traditional text-based methodologies. The conventional teaching methods for rhetorical skills fail to help students learn *balaghah* principles because they struggle to apply these skills successfully in both spoken and written Arabic language situations (Mahmudah et al., 2025). The combined progress of digital media and educational technology has created extensive possibilities to improve language learning results throughout the world. Research shows that digital tools which include interactive e-learning platforms and multimedia content together with gamification and mobile applications and virtual reality (VR) and augmented reality (AR) technology provide learning

pathways which connect with individual students while enabling them to understand complicated language material in greater depth. The use of such technologies in Arabic language instruction has produced better student motivation and interactive learning experiences which lead to higher language proficiency according to research findings that show digital media can revolutionize conventional teaching methods (Faiqoh et al. 2025). The educational system currently experiences major changes which have not yet been studied through the application of digital visual media in *balaghah* teaching methods which operate as their own separate field of language education research. Current research investigates how interactive platforms with infographic-based digital modules work together to display rhetorical concepts through visual elements. Current research lacks complete frameworks which integrate visual instructional design with Arabic rhetoric teaching methods. The urgent requirement for research which connects digital media with traditional language instruction results from global educational difficulties which need to develop effective methods for teaching 21st-century students about complex rhetorical science (Huda et al., 2025). The present conceptual paper addresses this research gap by demonstrating how digital *balaghah* instruction through a visual module will help students understand and remember Arabic rhetorical principles. The research aims to advance Arabic rhetoric education through visual instructional methods which academic institutions can use to achieve their educational goals while meeting modern students' need for digital-based learning methods.

In the Malaysian educational sphere, digital learning has gained significant momentum, and this has been characterized by various affordances and limitations for the teaching of languages. Internet usage in Malaysia has been reported to be 97.4% in early 2024, implying that internet usage and access to online resources and technologies have been on the rise, including in rural areas, and this has been the basis for the promotion of technology-based learning in the teaching of languages (Digital, 2024). The online education industry in Malaysia has been reported to be growing rapidly, and it has been projected to rise from 373 million USD in 2024 to approximately 2.69 billion USD by 2033, implying a CAGR of 24%. This has been attributed to the increasing rate of digital literacy, national policies, and student demand for online learning (IMARC, 2024). However, despite the expansion of this field of study, the challenges in the learning of the Arabic language in Malaysia have persisted. Empirical studies have shown that the majority of students in Malaysia face challenges in learning the Arabic language, particularly in the basic skills of reading and comprehension. In one of the studies, it was established that more than 50% of the participants in the study scored below 50% in critical language skills tests in different higher learning institutions (Aliyu Abdullahi et al., 2018). Moreover, the learning of the Arabic language in Malaysia has mainly relied on conventional learning techniques, with no significant use of interactive learning techniques. This implies that despite the availability of information technology in the country, the learning of the *balaghah* language has not significantly adopted this technology (Mohd et al., 2019). This, in essence, underpins the need for creating a learning tool for visual *balaghah*, one that capitalizes on the country's information technology infrastructure as well as the educational needs of the students.

Existing literature has begun to highlight both the potential advantages and instructional deficiencies related to the utilization of digital and interactive mediums for teaching Arabic, especially with regards to complex subdomains such as *balaghah*. Systemic reviews have indicated that interactive mediums such as animated videos, mobile learning tools, and infographics can prove instrumental in improving learners' engagement levels, vocabulary, speaking skills, and comprehension abilities compared to text-based mediums, thus validating the general effectiveness of technology-assisted language acquisition strategies (Syarifah Syarifah, 2024). With regards to the particular domain of Arabic rhetoric, a needs analysis carried out among undergraduate students in Malaysia revealed a high level of demand for infographic-based *balaghah* learning tools, as learners reported that such mediums helped to simplify complex rhetorical concepts and enable systematic learning of the subject material (Noor Eliza Abdul Rahman et al., 2024). Other related studies on local students' perceptions of *balaghah* teaching have found that, though *balaghah* competence has always been low, students have a strong affinity for technology-based methods that could possibly make *balaghah* more understandable and relevant (Abdullah et al., 2023). All these studies imply that the integration of digital and visual media into Arabic language teaching has both been successful and well-received, and an immediate need still remains for a theoretical and practical framework such as a digital *balaghah* visual module to address existing gaps in teaching curricula and methods.

The present study bridges an existing gap in literature on *balaghah* instruction in Arabic language education, in spite of established benefits of digital learning tools and a growing trend of interest in technology integration in language education. Past studies on *balaghah* instruction have focused on Arabic language skills in general or vocabulary acquisition in particular, with a lack of empirical investigation of digital visual modules in enhancing understanding of Arabic rhetoric. In Malaysia, Arabic language education is characterized by a traditional approach that relies heavily on lectures, which is not sufficient in catering to learners' cognitive and visual learning needs. The purpose of this study is to create and conceptualize a Digital *Balaghah* Visual Module with three main goals, namely, to enhance the understanding of the rhetorical structures of Arabic, to heighten the level of learner involvement using interactivity and visual learning, and to create a model for both formal and informal learning in the context of Arabic rhetoric education. By achieving the goals of this study, it is hoped that this research will make a contribution to the pedagogy of using technology for Arabic rhetoric education. In order to create awareness of the importance and purpose of this study, the structure of the paper is as follows: Introduction, where the context of the study is discussed, as well as the literature review, research gap, and research purpose/objectives; Literature Review, where the literature is discussed with regard to digital learning of Arabic, visual learning modules, and pedagogic approaches to *balaghah* learning; Conceptual Framework, where the design of the digital *balaghah* visual module is discussed with regard to its components and approaches; and Conclusion and Implications, where the possible applications of the study and its theoretical contributions are discussed.

LITERATURE REVIEW

In the past decade, there has been a gradual move towards the inclusion of digital technologies and multimedia design in the instruction of the Arabic language, in an attempt to address the challenges associated with the instruction of the language. Conventional teaching methods, which rely on lectures and memorization of the language, are often inadequate in achieving the learners' understanding of the language (Sapawi & Yusoff, 2025).

Contemporary Trends in Digital Arabic Language Learning

This was also reflected in the recent systematic review that highlighted the increasing use of technology in the design of the Arabic curriculum, with the researcher identifying notable trends in the use of e-learning platforms, mobile applications, and technology learning strategies that enhance student interaction, individualization, and motivation (Nufus & Aziz, 2025). This is in line with the general literature that highlights the need for the use of technology in learning, particularly in second languages, where the conventional approach has not been very successful in engaging the students.

The use of visual and interactive media, including infographics and videos, has also been identified as an innovation that has the greatest salience for the enhancement of students' linguistic learning. For example, the use of infographic posters as an innovative learning medium for the study of lexicography in the Arabic curriculum was successful in enhancing students' learning of the subject (Norhayati et al., 2025). The use of design models for infographics and videos that integrate the use of infographics with the use of multimedia technology was also identified as an innovation that was successful in enhancing students' mastery of the use of the target language (Mahmudah et al., 2026).

Theoretical Foundations: Multimedia & Cognitive Load Principles

The rationale for the application of multimedia as well as the visual components in language teaching is supported by well-established theoretical underpinnings, such as Mayer's Cognitive Theory of Multimedia Learning. The theory indicates that the assimilation of information can be improved by stimulating both the verbal and visual modes of cognition simultaneously, thus lessening the extraneous cognitive load in the retention as well as the transfer of the learned information (Mahmudah et al., 2026). Current studies in the field of instructional design research also lend credence to the fact that the incorporation of multimedia, including the application of interactive videos as well as graphics, can significantly impact the indicators of engagement in language acquisition in alignment with fundamental principles of instructional design, such as segmentation, signaling, as well as the elimination of redundancy (AlShaikh et al., 2024).

Innovation in *Balaghah* & Arabic Rhetoric Instruction

In spite of the progress that has been made in education generally with respect to the Arabic language, the amount of research on the specific topic of the teaching of the subject of *balaghah*, or Arabic rhetoric, remains limited. The abstract nature of *balaghah* often proves problematic for the student, particularly where the instructional medium is text-based with no visual components of presentation. More recent studies on the use of innovative instructional tools, such as the use of mind mapping for the teaching of *balaghah*, have indicated positive findings with respect to the engagement of the student with the material and the validity of the instructional material (Mahmudah et al., 2025).

From the theoretical perspective, the use of infographics-based e-modules for the teaching of *balaghah* has indicated that the use of visual media can assist in demystifying the complexities of *balaghah*, thereby facilitating the student's understanding of the material, particularly for non-native speakers of the language. The visual presentation of the material can also be perceived as cohesive, thereby facilitating the student's comprehension of the material (Huda et al., 2025). The design, implementation, and validation of the use of the digital model for the teaching of *balaghah* have not been sufficiently explored.

Gaps & Implications for Digital Module Design

Overall, it would appear that the literature suggests a movement towards a technology-driven language teaching model, wherein digital media and multimodal teaching models hold considerable potential for enhancing learning outcomes in Arabic language studies. However, it must be noted that there is a relative scarcity of literature on visual and multimedia integration into Arabic rhetoric and that such literature often fails to adequately apply a systematic instructional design model to translate such theories into operational models for conceptual learning. This serves to underscore an urgent need for design and development studies that explicitly explore how visual digital components, grounded on cognitive and multimedia theories, can be effectively applied to inform teaching models for abstract rhetorical learning.

As such, by situating this proposed visual *balaghah* model within this dynamic and rapidly evolving context of Arabic educational innovation, this study contributes to such a need by providing a conceptual model that effectively integrates such theories and models of instructional design scholarship with existing models of teaching and learning in Arabic rhetoric.

Table 1: Past Year Studies

Authors	**Year**	**Title**
Huda et al.	2025	Transforming Balaghah Instruction through Infographic-Based E-Modules: A Phenomenological Study in Higher Education
Abdul Rahman et al	2024	Needs Analysis of Arabic Balaghah Module Development Through Infographics
Mahmudah et al	2026	A Multimodal Instructional Design Model: Integrating Infographics and Interactive Videos in Arabic Language Learning
Suhane et al	2021	A Review on Developing Balaghah Test in Higher Learning Institution
Afril et al	2024	Learning Arabic in the Digital Era: Challenges and Effective Strategies
Mohamad Akashah et al.	2023	The Development of An Integrated Exercise Module for Basic Arabic Language Through Mobile Learning Application: A Need Analysis

Anuar & Ijlal	2022	Mastery and Problems of The Study of Balaghah: An Initial Review

The table showing the preceding research shows that a lot of research on Arabic, *balaghah*, visuals, modules, and digital media has been conducted in the past five years. Modern empirical and developmental studies on Arabic language education show an increased interest in digital and visual learning strategies in Arabic language education, particularly in visualizing abstract linguistic concepts such as *balaghah*. For instance, Huda et al. (2025) conducted a qualitative phenomenological study on students' experiences in using an infographic-based *balaghah* e-module in a higher education setting, showing improved cognitive understanding, motivation, and engagement, but also identifying areas that need to be improved in terms of interactivity.

Rahman et al. (2024) carried out a needs assessment for an infographic-based module for Arabic *balaghah*, emphasizing the need for using less conventional learning strategies to motivate students. This current study used design and development research methods in obtaining data from questionnaires from 136 students showing a high willingness to engage in visually attractive materials in learning *balaghah*. Another study by Suhane et al. (2021) focused on the relevance of *balaghah* knowledge in understanding Qur'anic verse meaning using a qualitative content analysis method, particularly in terms of students' understanding and appreciation of Arabic beauty.

Following earlier works in needs analysis and phenomenology, Mahmudah, Mahliatussikah, et al. (2026) created and evaluated a model of a multimodal design for instruction that utilizes infographics and interactive videos for Arabic language instruction. Using an exploratory sequential mixed-methods design, Mahmudah et al. found a statistically significant increase in students' vocabulary and grammatical skills, as well as increased students' engagement and motivation in learning Arabic. Another study conducted by Afril et al. (2024) evaluated barriers and best practices in learning Arabic in the digital age using a library-based approach. They contended that Arabic instruction should incorporate modern technology in accordance with current technology trends. The study done by Mohamad Akashah et al. (2023) focused on the aspect of mobility in learning Arabic for beginners. An exercise module was created using mobile applications, and a needs analysis was done to evaluate the effective characteristics of the learning experience. Lastly, a qualitative study done by Anuar and Ijlal (2022) aimed to evaluate the efficacy of *balaghah* in Arabic language instruction. All of these studies emphasized the need for Arabic rhetoric instruction to incorporate visuals and digital media in a more effective manner than is done in current practices.

THEORETICAL FRAMEWORK

The development of the Digital *Balaghah* Visual Module for Arabic rhetoric education can be theoretically supported by the application of multiple learning theories that cover the cognitive, instructional, and technological aspects of the educational module. The basic theoretical underpinning of the Digital *Balaghah* Visual Module is the Cognitive Theory of Multimedia Learning (CTML), which postulates that human cognition occurs through dual channels of visual/pictorial and auditory/verbal information processing, and that meaningful learning occurs when the combination of the dual channels is effective (Mayer, 2021). In the context of the education of the *Balaghah* discipline, the CTML provides the theoretical rationale for the incorporation of infographics, diagrams, and multimedia in the Digital *Balaghah* Visual Module, which can lead to deeper levels of understanding of the abstract *Balaghah* discipline and can enhance the cognitive involvement of the learner (Mayer, 2021).

In line with the CTML perspective, Dual Coding Theory (DCT) postulates that when the brain is engaged in the dual task of processing both words and pictures, memory retention is better, memory sticks better, and understanding is deeper (Clark & Paivio, 1991). The digital module will illustrate the principles of *balaghah* in the form of texts as well as visual images, with the help of dual coding theory to increase the learners' ability to deal with the complex structure of Arabic rhetoric. Meanwhile, the Cognitive Load Theory emphasizes the importance of managing the learners' working memory by minimizing the extraneous cognitive load while maximizing the germane cognitive load, as propounded by Sweller et al. in 2004. The Digital *Balaghah* Visual Module achieves all of the above by effectively chunking the content, providing visual cues to the student to

grasp the salient points of the module, and eliminating non-essential information to facilitate the development of a strong schema in the student's mind, thus enabling the student to engage in meaningful cognitive activity.

The Multiliteracies Theory offers to enrich our instruction by emphasizing that students need to learn to read and make meaning from a variety of sign systems—text, images, and digital forms (Cope & Kalantzis, 2015). The inclusion of images in the *balaghah* module doesn't only help students understand the concept of rhetoric better; it also allows students to develop visual literacy and digital literacy—two literacy forms that have become essential in today's world. The multimodal representations in the module meet the requirements of today's educational world and allow students to apply what they have learned in any situation involving Arabic rhetoric.

By applying the theory of Connectivism, we can gain insight into the contemporary model of learning in the digital age, which is characterized by the distribution of knowledge through networks rather than individual nodes, and learning through the creation of connections. The Digital *Balaghah* Visual Module is not an autonomous element, but rather an avenue for network learning, which allows students to gain access to other resources and learners, and create meaning in the fluid environment of the digital space. The independent variables of the Digital Visual Module, the mediating variable of Learner Engagement, the dependent variable of *Balaghah* Conceptual Understanding, and the outcome of Instructional Effectiveness correlate cohesively with the theoretical framework of the Digital *Balaghah* Visual Module. The theoretical framework of the Digital *Balaghah* Visual Module combines the theories of CTML, DCT, and CLT, which illustrate the impact of multimedia design on the construction of conceptual understanding. Moreover, the theories of Multiliteracies and Connectivism also emphasize the importance of learner engagement in the digital space, along with the practical application of the learning materials. The theory integrates the old world of classical Arabic rhetoric education with the new world of digital education.

CONCEPTUAL FRAMEWORK

The conceptual framework for this study reveals that the Digital *Balaghah* Visual Module is the key intervention in the pedagogic design aimed at improving Arabic rhetoric skills acquisition. The multimedia instructional design is based on the Cognitive Theory of Multimedia Learning (CTML), Dual Coding Theory (DCT), and Cognitive Load Theory (CLT). The Cognitive Theory of Multimedia Learning is based on the assumption that learners learn better when a verbal explanation is provided with a visual accompaniment that supports the learner, hence improving the acquisition process and reducing the overall cognitive load on the learner, leading to meaningful learning (Mayer, 2021). DCT is based on the assumption that the learner's memory and comprehension capabilities are improved when visual and verbal information are processed simultaneously, and this is particularly important in the acquisition of abstract concepts in *balaghah* (Paivio, 2020). CLT is based on the assumption that instructional design that takes into account the management of cognitive load, such as segmentation, signaling, and the use of structured visuals, allows learners to concentrate on germane processing and minimize extraneous processing (Sweller et al., 2004).

In this study, the Digital *Balaghah* Visual Module is proposed to have a direct impact on Learner Engagement, including how the student thinks about the material, maintains their engagement, and remains emotionally invested. Learner Engagement is then proposed as the link that enables the student to develop Conceptual Understanding of the *balaghah* concepts. This is because students who are more engaged have the cognitive ability to process the information on a conceptual level. Furthermore, the student who has developed this conceptual level of understanding will then have an increased level of Instructional Effectiveness, as mastery, retention, and the ability to apply the *balaghah* concepts in the real world will increase. To control for individual differences, variables such as the student's level of Arabic proficiency or their level of digital literacy are proposed as controls that could impact the proposed relationship. By connecting the theories of multimedia learning with concrete educational outcomes, the proposed framework provides an opportunity for how the theories can be applied in the classroom for the teaching of Arabic rhetoric in today's classroom.

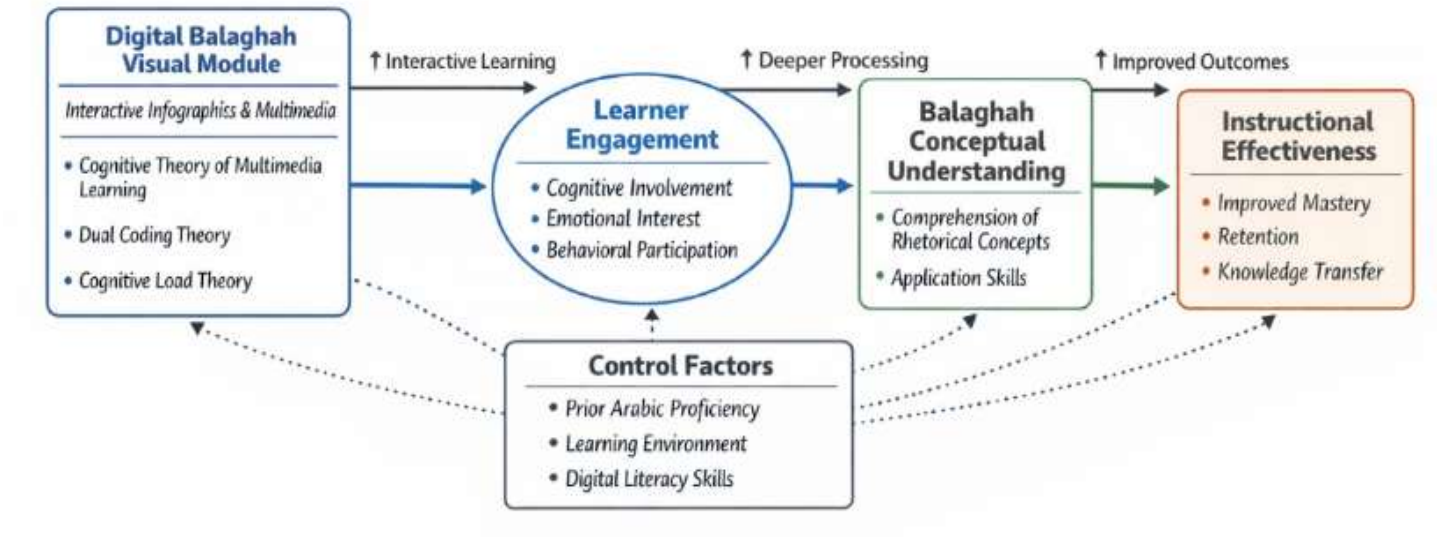

Figure 1. Conceptual Framework

METHODOLOGY

This study has a methodical approach that is suitable for the nature of conceptual research, incorporating design elements and theoretical growth, with a design that is intended to be logical, clear in its concepts, and in line with the objective of producing a Digital *Balaghah* Visual Module that is supported by well-established educational theories.

Research Design

The research employs a conceptually driven or theoretical research approach that utilizes already well-established theories in the study of instructional design and multimedia learning. The researcher utilizes a theory development and synthesis design in which he combines different strands of theory, ranging from the Cognitive Theory of Multimedia Learning (CTML), Dual Coding Theory (DCT), to Cognitive Load Theory (CLT), to develop a clear research-based pedagogical model for *balaghah* that is coherent and adaptable for educational use. In educational research, conceptually driven research involves fleshing out concepts or ideas, developing a concept or theory into a framework or guide, and establishing how each concept or theory relates to each other, rather than testing (Snyder, 2019). The research in this study presents a set of theoretical propositions to form a unified theory or model and to indicate how the proposed digital *balaghah* visual module would be effective in increasing student engagement and improving *balaghah* knowledge.

Guided by the principles of design research, the current research integrates the steps of design conceptualization identified by Richey et al. (2011), in which the structure of the module is determined by the relevant educational theories and strategies, serving as a blueprint for the possible implementation of the module in the future, as well as for the empirical testing of the module in the future. The conceptual design research approach suits the needs of the current research as it links the theoretical aspects to the possible application of the module, without necessitating the collection of field data.

Data Collection

In this conceptual study, no primary data collection takes place. Rather, it utilizes secondary data in the form of systematic literature review and theoretical sourcing to feed into the study's constructs and hypotheses. The study aims to develop a sound theoretical base through systematic literature review with the latest and best available research in the field. The strategy used in the search was the inclusion of prominent scholarly sources, which are the ERIC database, Scopus, Web of Science, Google Scholar, and ResearchGate. Keywords used included digital learning, multimedia instruction, Arabic rhetoric or *balaghah*, visual instructional design, student engagement, and instruction effectiveness. A matrix mapping method was used in the study to ensure the literature was grouped based on the theme or topic, which included the domain of learning theories, module

designs, and student results. This method is in line with the standard procedures used in conceptual synthesis research, as described by Webster and Watson (2002).

Data Analysis

In this work, the analysis of the data is not in terms of numbers or statistics, but a theoretical analysis. The steps involved in the analysis can be described as follows:

1. Thematic Coding: The prominent ideas in the literature, such as the ways in which people process information, signs of engagement, principles of instructional design, etc., are identified and grouped according to the degree of their importance to the primary concepts of the research.
2. Concept Mapping: A diagrammatic representation of the relationships among the prominent ideas is developed, outlining the theoretical links, possible causal links, and the fundamental propositions that bind the prominent ideas together.
3. Synthesis and Model Formation: The prominent ideas are synthesized into a cohesive whole that represents a model of the relationships among the variables of module, engagement, understanding, and effectiveness, as theoretically supported by education theory.
4. Triangulation of Sources: The prominent ideas are also verified according to the principles of different theoretical views to enhance the robustness of the links among the prominent ideas, thus lessening the dependence on a single source of information.

The method of analysis of the data in the research is in line with the conventional practice in conceptual research, in which logical consistency, thematic consistency, and theoretical consistency are given importance over statistical validation (Jabareen, 2009).

Variables and Measurement

Even though the current research is conceptual in nature, it explicitly identifies the variables of interest to lay the groundwork for the future validation of the proposed model. The primary independent variable of the proposed model is the Digital *Balaghah* Visual Module (DBVM), which is an educational multimedia learning environment that integrates multimedia components such as visual diagrams, infographics, annotated examples, and multimedia-based explanations that conform to the multimedia learning principles. Theoretically, the DBVM is informed by the Cognitive Theory of Multimedia Learning, which postulates that learners can better comprehend complex information when it is provided through the combination of visual and verbal channels (Mayer, 2021). The DBVM is likely to facilitate better student understanding of abstract *balaghah* concepts such as metaphor (*isti'arah*), simile (*tashbih*), and rhetorical emphasis (*ta'kid*) in Arabic rhetoric. The independent variable could be operationally defined in terms of variables such as the level of multimedia integration, multimedia design principles, clarity of visual-verbal representation, usability of the interface, among others.

In the study, learner engagement has been included as a significant bridge between the digital module and the results of learning. Engagement is conceived as a multidimensional entity, consisting of students' thoughts, feelings, and actions, and reflects the degree to which students are paying attention, staying motivated, and actively participating in the learning process (Fredricks et al., 2004). In the suggested model, the DBVM is supposed to enhance learners' engagement by providing rhetorical concepts in the form of interesting and interactive materials, which is likely to make learners curious and keep them engaged during lessons. In further research, learners' engagement can be monitored by its indicators, such as learners' attitude towards materials, the amount of time spent on tasks, learners' participation in activities, learners' interest in the subject, and learners' motivation in general.

The key learning outcome of this study, therefore, is *balaghah* conceptual understanding, which involves how well the students comprehend, interpret, and apply Arabic rhetoric in relation to linguistic and literary contexts. *Balaghah* has been considered a cognitively demanding field in terms of how learners need to comprehend and interpret the various stylistic features, figures of speech, and rhetorical nuances present in classical Arabic texts. Therefore, to increase this concept, it would require approaches to teaching that emphasize higher order thinking and the development of mental frameworks. In order to empirically test this variable in the future, it could be

done in relation to how well the students perform in areas such as recognizing rhetorical features in texts, explaining their usage, and demonstrating higher order thinking skills in relation to Bloom's revised taxonomy (Anderson et al., 2001).

Ultimately, the model centers on a measure of instructional effectiveness. In simple terms, this is a question of how well the learning environment is meeting its educational objectives: students learn more, understand better, and recall more. Theoretically, a good multimedia instruction is seen to increase learning through its ability to direct mental processing and reduce unnecessary cognitive load (Sweller et al., 2011). In the current educational setting, a measure of instructional effectiveness can be seen as a function of both digital *balaghah* and student engagement in terms of how well students learn about rhetorical concepts. In terms of future research, a measure of instructional effectiveness can include test scores, retention tests, student satisfaction measures, and even real-world tests in analyzing a text rhetorically.

Besides the major variables, the theoretical framework also considers contextual or moderating variables, which include Arabic fluency and digital literacy. It is conceivable that increased Arabic fluency would make it easier to analyze rhetorical patterns, while increased digital literacy would make it easier to get along in a multimedia-rich learning environment. With regard to contextual factors, it is generally recognized within the field of digital education studies that contextual factors play a significant role in determining the effectiveness with which students use technology-based instruction (Van Deursen & Van Dijk, 2019). Through the identification of the variables, the study lays a solid groundwork for determining the potential effectiveness of the proposed Digital *Balaghah* Visual Module in improving Arabic rhetoric skills.

DISCUSSION

This conceptual article seeks to discuss the possibility of incorporating digital visual modules to transform the teaching and learning of Arabic rhetoric, known as *balaghah*. Traditionally, the teaching of *balaghah* has been limited to the explanation of texts and the application of theory, which can make it quite challenging for students to grasp the intricacies of the Arabic rhetoric structure. As past studies have shown, the conventional teaching of Arabic rhetoric can have a dampening effect on the motivation of students, especially when it comes to the teaching of abstract linguistic concepts. To overcome the challenges associated with the teaching of Arabic rhetoric, new digital learning technologies have been developed to enhance the cognitive involvement of students in the learning of the Arabic language. According to past studies on the digital revolution in Arabic education, the application of multimedia technologies has the potential to enhance the motivation of students to learn Arabic (Nik Mat et al., 2025).

One of the biggest lessons to be drawn from this framework is the potential of visuals to demystify tight, intricate rhetorical ideas. *Balaghah*, for instance, involves complex linguistic tools like metaphor (*isti'arah*), simile (*tashbih*), and emphasis (*ta'kid*), which often require learners to decipher intricate ideas embedded in traditional Arabic texts. Infographics and diagrams, for instance, have the potential to break down complex theoretical notes in visual form, which can be easily digested. There's also good evidence to support the effectiveness of visuals in enhancing understanding and memory in language learning. For instance, studies on visual aids in language learning have shown that visual materials like infographics have a marked effect on learners' understanding and memory compared to traditional methods of teaching, owing to their capacity to integrate text and visuals in a way that suits how we process information (Tengku Fariqul Haq & Nur Zahra Madany, 2025).

The dialogue exchange also serves to illustrate an important concept: the importance of multimedia-informed teaching, particularly the ideas of the Cognitive Theory of Multimedia Learning. The basic idea here is that learning can only truly be understood when the student engages with the information, using both words and images to better organize the information in their minds. There are three basic ideas that the theory focuses on: dual channels, bandwidth, and the mental processing of the information (Mayer, 2024). By using images that are relevant to the information, the student can better create mental images of the information. In the field of teaching Arabic rhetoric, it can certainly help the student better understand the information, particularly since it can often be vague or difficult to interpret.

To summarize, this framework emphasizes how this engagement can function as a bridge between digital learning environments and better learning outcomes. Studies on digital education have always demonstrated that interactive multimedia can increase motivation, participation, and engagement levels better than conventional teaching methods. A systematic review on digital tools for learning Arabic language has concluded that digital tools, such as animated videos and interactive tools, can greatly increase students' interest, skills, and comprehension levels. All these studies and reviews prove that digital *balaghah* can trigger an active form of learning by teaching rhetorical concepts through visual experiences instead of text. With higher levels of engagement, it is possible to attain higher levels of conceptual learning.

Another important thing that one can learn from the literature is the increasing significance of multimodal instructional design in the teaching of Arabic. In this respect, recent studies have indicated that the use of different forms of media, such as infographics, videos, etc., can have a positive impact on the students' learning of the language, as well as on their motivation. For example, it has been indicated that the use of multimodal instructional design, such as the integration of infographics with videos, can enhance the students' learning of the language, as well as their motivation (Mahmudah et al., 2026). Although these approaches have not been studied for the specific case of *balaghah* (rhetoric), the underlying ideas are of critical significance for the teaching of *balaghah*.

Despite the positive aspects of multimedia learning, literature has cautioned against design flaws and challenges associated with the implementation of such learning environments. For example, if the multimedia content is not effectively developed, it may add cognitive load, particularly if we overuse visual elements simultaneously. According to research on multimedia learning, excessive use of visual elements may overwhelm working memory, making it difficult for the learner to grasp the essential elements of the content (Bali et al., 2026). Therefore, the success of the digital *balaghah* module does not depend on the enhancement of the visual components, but on the application of sound principles that guarantee the cognitive efficiency of the multimedia content. This includes the clarity, consistency, and correspondence of the visual components and the rhetorical components of the content.

In summary, the above discussion highlights the importance of integrating the digital visual module into the pedagogy of *balaghah*. Firstly, an analysis of the existing literature on digital learning tools, multimedia, and the theories of learning through visuals indicates that the concept of advancing the pedagogy of Arabic rhetoric education is grounded. Secondly, the proposed concept of the digital visual module for the pedagogy of *balaghah* combines linguistic theories with the latest trends in digital learning, which is an important aspect that indicates the significance of the proposed concept in advancing the learning of the students, as well as addressing the challenges that exist in the education of the abstract concepts of *balaghah* while ensuring that the education of the Arabic language is aligned with the evolution of the digital education system worldwide.

CONCLUSION

In this study, the researcher aims to explore the possibility of improving the education of Arabic rhetoric using digital learning tools by developing a conceptual study for the creation of the Digital *Balaghah* Visual Module (DBVM). The literature review of the current practices in the education of Arabic rhetoric indicates that the traditional methods of teaching *balaghah* rely heavily on text-based learning and didactic lectures. This may lead to the lowering of interest in learning the subject and the complexity of the structure of rhetoric. Therefore, the researcher has proposed the use of the visual multimedia learning method for the education of Arabic rhetoric. The basic idea of the use of the multimedia learning method is that the visual representation of the learning material would improve the understanding of the subject matter for the students.

From a theoretical point of view, this study contributes to the development of the existing body of knowledge in the field of language learning through technology by including the concept of multimedia learning theories in the study of Arabic rhetorical studies. In this regard, it is worth pointing out that while the study of the use of technology in facilitating the learning of the Arabic language has been extensively explored in the past, the use of such technologies in the study of highly specialized areas such as *balaghah* has received little attention. In this regard, the study aims to create a link between classical Arabic rhetorical studies and modern multimedia

learning theories. In this regard, the study aims to create a link between classical Arabic rhetorical studies and modern multimedia learning theories.

In terms of the practical application of the Digital *Balaghah* Visual Module, the tool provides evidence-based guidance for educators, curriculum developers, and higher education institutions that are working towards reforming the pedagogy of the Arabic language. The use of visual multimedia tools in the instruction of rhetoric has the potential to make the abstract concrete for the students. For the educators, the module provides guidance in developing a dynamic and student-centric learning framework for the instruction of rhetoric. For the curriculum, the module emphasizes the importance of integrating visual media in the instruction of the Arabic language in order to meet the learning needs of the students in the contemporary era.

Nonetheless, despite its contributions, the study reveals that the framework has several weaknesses. First, as a conceptual framework, it has not been tested to establish its effectiveness in enhancing *balaghah* learning outcomes. Secondly, the framework was created to be used in higher learning Arabic language learning environments, specifically in environments that are similar to Malaysia. Its use in other environments is not clear. Finally, the level of students' digital literacy competence and their Arabic language competence could affect the success of technology-based learning tools.

The proposed framework needs to be empirically validated in the future. This is achievable through conducting experiments to test the efficacy of the proposed Digital *Balaghah* Visual Module in terms of conceptual learning, increased student engagement, and improvement in the ability to analyze rhetoric. Using mixed approaches will provide richer findings about the experiences and perceptions of the students in relation to learning digital rhetoric. Further research directions include exploring ways to make the efficacy of learning digital *Balaghah* even better through the utilization of other technologies, such as interactive learning tools, gamification, augmented reality, and artificial intelligence in language learning. Another direction is comparative studies to examine the potential of adapting the efficacy of learning rhetoric digitally to various learning contexts and learners.

Essentially, the integration of the concept of digital visual modules into the education of Arabic rhetoric is an important step towards the integration of linguistic knowledge with contemporary educational innovations. By applying the principles of multimedia learning, the science of *balaghah* can become more engaging, meaningful, and easier for students to learn. The framework developed in this study is an important step towards the advancement of the science of Arabic rhetoric in the contemporary world.

REFERENCES

1. Abdullah, N., Samsudin, S., Abd. Rahman, L., Zainal Arifin, A. N., & Hambali, M. A. (2023). Persepsi pelajar pengajian bahasa Arab terhadap pembelajaran dan pengajaran balaghah menggunakan pendekatan teknologi. E-Jurnal Penyelidikan Dan Inovasi, 10(1), 75–90. https://doi.org/10.53840/ejpi.v10i1.100
2. Ainun Nufus, N., & Azis, A. (2025). Innovations in Arabic language learning: A systematic literature review of teaching strategies and technological integration. An Nazhair: Journal of Arabic Education, 2(1), 1–12. https://doi.org/10.20414/nazhair.v2i1.40
3. Aliyu Abdullahi, Nurazan Mohmad Rouyan, Siti Salwa Mohd Noor. (2018). The use of web 2.0 technologies to determine receptive skills among malay learners of Arabic language. International Journal of Asian Social Science, 8(9), 651-659. https://doi.org/10.18488/journal.1.2018.89.651.659
4. Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.
5. AlShaikh, R., Al-Malki, N., Almasre, M. (2024). The implementation of the cognitive theory of multimedia learning in the design and evaluation of an AI educational video assistant utilizing large language models. Heliyon, 10(3), 1-19. https://doi.org/10.1016/j.heliyon.2024.e25361
6. Bali, C., Tasdelen, B., Bandi, S., Zsido1, A. (2026). Understanding the cognitive cost of multimedia learning: effects of visual load and language proficiency. Cogn. Research, 11(2), 1-16. https://doi.org/10.1186/s41235-025-00699-2

7. Clark, J., M., Paivio, A. (1991). Dual coding theory and education. Educ Psychol Rev 3, 149–210. https://doi.org/10.1007/BF01320076
8. Cope, B., & Kalantzis, M. (2015). A pedagogy of multiliteracies: Learning by design. University of Illinois, USA
9. Faiqoh, P. K., Gadoum, H., Baity, A. N., & Azza, F. H. (2025). Digital media and technology in Arabic language learning. Journal of Arabic Language Teaching, 5(1), 121–132. https://doi.org/10.35719/arkhas.v5i1.2263
10. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059
11. Huda, R., F., Harianto, N., Jufri, S., Soleh, W., Abdullah, N. (2025). Transforming balaghah instruction through infographic-based e-modules: A phenomenological study in higher education. ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab, 8(2), 311-325. https://doi.org/10.17509/alsuniyat.v8i2.90098
12. Huda, R., F., Harianto, N., Soleh, W., Jufri, S. (2025). Innovation in balaghah learning through the development of an infographic-based e-module (a theoretical review). The 3rd International Conference on Culture and Language, 1182-1189.
13. IMARC Group. (2024). Malaysia online education market report 2024–2033. https://www.imarcgroup.com/malaysia-online-education-market
14. Jabareen, Y. (2009). Building a conceptual framework: Philosophy, definitions, and procedure. International Journal of Qualitative Methods, 8(4), 49–62. https://doi.org/10.1177/160940690900800406
15. Mahmudah, M., Mahliatussikah, H., Solehudin, M., Masnun, Nur Aunie Batrisya. (2026). A multimodal instructional design model: Integrating infographics and interactive videos in Arabic language learning. International Journal of Arabic Language Teaching, 8(01), 1-15. https://doi.org/10.32332/ijalt.v8i01.11671
16. Mahmudah, M., Maghfiroh, L., Hanifansyah, N., & Syakur, S. A. (2025). Enhancing Arabic rhetoric education through mind mapping: A focus on bayan & badi'. Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab, 8(1), 32–55. https://doi.org/10.38073/lughawiyyat.v8i1.2208
17. Mahmudah, M., Mahliatussikah, H., Solehudin, M., Masnun, Batrisya, N., A. (2026). A multimodal instructional design model: Integrating infographics and interactive videos in Arabic language learning. International Journal of Arabic Language Teaching, 8(01), 1-15. https://doi.org/10.32332/ijalt.v8i01.11671
18. Mayer, R. E. (2021). Cognitive theory of multimedia learning (3rd ed.). Cambridge University Press.
19. Mayer, R.E. (2024). The past, present, and future of the cognitive theory of multimedia learning. Educ Psychol Rev, 36(8), 7-25. https://doi.org/10.1007/s10648-023-09842-1
20. Mohd, Khairun Nisaa and Mohd Adnan, Airil Haimi and Yusof, Ahmad Arifuddin and Ahmad, Muhamad Khairul and Mohd Kamal, Muhammad Anwar. (2019). Teaching Arabic language to Malaysian university students using education technologies based on education 4.0 principles. Proceedings of the International Invention, Innovative & Creative (InIIC) Conference, 38-51.
21. Noor Eliza Abdul Rahman, N., E., Muhamad Amir Zainudin, Mohd Fauzi Abdul Hamid, Zulazhan Ab. Halim, Abdul Hakim Abdullah, Abdul Wahid Salleh, Zamri Arifin, Janudin Sardi Mohd Yusop. (2024). Needs analysis of Arabic balaghah module development through infographics. IJAZ ARABI: Journal of Arabic Learning, 7(2), 448-457. https://doi.org/10.18860/ijazarabi.v7i2.26359
22. Nik Mat, Mahfuzah, N., & Amzah, Rodhiah and Halim, Syafawani, N & Salim, M., Mohd Nur Fitri and Ismai, W., Fatihah, W., N. (2025). Digital revolution in Arabic Language teaching and learning (Bulletin APB Edisi 14). Universiti Teknologi MARA Cawangan Negeri Sembilan. https://ir.uitm.edu.my/id/eprint/119137/
23. Norhayati Che Hat, Mohd Fauzi Abdul Hamid, Majdan Paharal Radzi, Nurazan Mohmad Rouyan, Suzana Sulaiman (2025, June). The effectiveness of using infographic posters as a learning medium for the Arabic lexicography course. International Journal of Research and Innovation in Social Science, 9(11), https://doi.org/10.47772/IJRISS.2025.91100087
24. Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). The instructional design knowledge base: Theory, research, and practice. Routledge.

25. Sapawi, M., S., M. & Yusoff, N., M., R., N. (2025). Integrating technology into the Arabic language curriculum: A systematic review of trends, strategies and cultural dimensions. Social Sciences & Humanities Open, 12 (2025) 101974. https://doi.org/10.1016/j.ssaho.2025.101974
26. Simon, K. (2024, February 23). Digital 2024: Malaysia. Datareportal. https://datareportal.com/reports/digital-2024-malaysia?
27. Siemens, G. (2020). Connectivism: Learning theory for the digital age. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10
28. Suhane, S., H., M., Abu Bakar, K., Abdullah, M. N. (2021). A review on developing balaghah test in higher learning institution. MALIM: Jurnal Pengajian Umum Asia Tenggara, 22, 262 – 277. https://doi.org/10.17576/malim-2021-2201-20
29. Sweller, J., Ayres, P., & Kalyuga, S. (2004). Cognitive load theory: Instructional implications of the interaction between information structures and cognitive architecture. Springer Nature.
30. Syarifah Syarifah. (2024). Interactive multimedia-based Arabic language learning: A systematic literature review. Jurnal Sustainable, 7(2), 247-259. https://doi.org/10.32923/kjmp.v7i2.4922
31. Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 104, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039
32. Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory. Springer.
33. Tengku Fariqul Haq, & Nur Zahra Madany. (2025). Visual media on language learning: How different visual aids affect comprehension and retention. QOSIM: Jurnal Pendidikan Sosial & Humaniora, 3(2), 671–686. https://doi.org/10.61104/jq.v3i2.1081
34. Van Deursen, A., & Van Dijk, J. (2019). The first-level digital divide shifts from inequalities in physical access to inequalities in material access. New Media & Society, 21(2), 354–375. https://doi.org/10.1177/1461444818797082
35. Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. MIS Quarterly, 26(2), xiii–xxiii. https://doi.org/10.2307/4132319