



ARABIC LANGUAGE LEARNING BASED ON MULTIPLE INTELLIGENCES

Siti Nurhasanah¹

UIN Sayyid Ali Rahmatullah Tulungagung

Email: sitinurkhasanah6677@gmail.com

Abstract

Learning is a process of interaction between students, teachers, and learning resources within a learning environment. The learning process must be planned, implemented, assessed, and monitored. One approach to this is by adopting the Multiple Intelligences theory. This theory explains how humans acquire, process, and retain knowledge and skills. In this context, Multiple Intelligences is a theory of intelligence, meaning "multiple intelligences." This theory serves as a framework for developing group-based learning by taking into account students' characteristics, abilities, and intelligences. Learning oriented toward individual intelligences can make it easier for students to understand and engage with the learning process. This non-research paper was prepared using a literature review method through content analysis of various books, papers, and journals both research-based and conceptual regarding Arabic language learning based on Multiple Intelligences.

Keywords: Arabic Language Learning, Teaching Methods, Multiple Intelligences.

Abstrak

Pembelajaran adalah suatu proses interaksi peserta didik dengan guru dan sumber belajar pada suatu lingkungan belajar. Proses pembelajaran perlu direncanakan, dilaksanakan, dinilai, dan diawasi. Salah satunya dengan memilih teori pembelajaran Multiple Intelligence. Teori merupakan suatu proses belajar yang menjelaskan bagaimana manusia memperoleh, memproses, dan menyimpan pengetahuan serta keterampilan. Dalam kaitannya, Pembelajaran Multiple Intelligence merupakan sebuah teori tentang kecerdasan yang artinya "kecerdasan Ganda". Teori ini menjadi acuan untuk mengembangkan pembelajaran dalam sistem kelompok dengan memperhatikan karakteristik, kemampuan dan kecerdasan siswa. Pembelajaran yang berorientasi pada kecerdasan individu dapat membuat siswa lebih mudah memahami dan menanggapi proses pembelajaran. Makalah non penelitian ini dibuat dengan menggunakan metode studi pustaka melalui analisis konten pada berbagai buku, makalah, jurnal-jurnal baik hasil penelitian atau konseptual mengenai Pembelajaran bahasa arab berbasis multiple intelligence.

Kata kunci: Pembelajaran bahasa arab, Metode pembelajaran, Multiple intelligence.



A. INTRODUCTION

According to the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language), “language” is defined as an arbitrary system of sound symbols used by a group of people to cooperate, interact, or identify themselves. It can therefore be concluded that language is a symbol or system of symbols that serves to convey the speaker’s intent; it also functions as a tool for interaction among members of a community, whether within a group or on an individual basis. Simply put, language is a tool for communication between people.

Arabic is one of the official languages of the United Nations (UN). Spoken as the national language by 25 countries in the Middle East, it holds an important position as a means of communication. Furthermore, from a linguistic perspective, the term “Arab” refers to the Sahara Desert, and “language” is a tool for communication. Technically, the Arabic language is the language used by a group of people residing in the Sahara Desert region, the Arabian Peninsula.

Furthermore, Arabic is the language of worship for Muslims, deriving from the teachings of Islam namely, the Quran and the Hadith. Therefore, learning Arabic is essential for Muslims to deepen their understanding of their religious teachings. The need to master Arabic is also driven by the growing importance of the Middle East as a center of Islamic culture and scholarship, as well as by advancements in science. To meet this need, many formal and non-formal educational institutions in Indonesia facilitate the acquisition of Arabic (Salida & Zulpina, 2023).

Arabic language instruction in formal, Islam-based educational institutions includes MI, MTs, and MA. Meanwhile, non-formal institutions include Islamic boarding schools (*pondok pesantren*), *madrasah diniyyah*, and Arabic language course centers.

Each institution has different objectives for studying Arabic. Arabic language instruction focused on deepening religious knowledge is typically found in Islamic boarding schools (*pesantren*) and religious schools (*madrasah diniyyah*). Arabic language instruction in formal schools aims to strengthen language proficiency to prepare students for the next level. Meanwhile, Arabic language courses offered by institutions usually serve multiple purposes tailored to the needs of the learners.

However, in Arabic language learning, there are still key factors that cause students to experience difficulties in understanding the language. These challenges include linguistic



(language-related) and non-linguistic (non-language-related) issues. Therefore, appropriate and engaging teaching methods or strategies are needed to address the problems students face when learning Arabic (Sakdiah & Sihombing, 2023; Corinna, Rembulan, & Hendra, 2020).

Arabic language learning also often faces obstacles such as a lack of student interest and monotonous teaching methods. Howard Gardner introduced the theory of multiple intelligences (Gardner, 1993), which can help educators tailor teaching methods to students' various types of intelligence, such as linguistic, musical, logical-mathematical, and interpersonal. Therefore, a multiple-intelligence-based approach is relevant for improving the quality of Arabic language learning.

Based on various perspectives regarding the Theory of Multiple Intelligences, it can be concluded that the problems or challenges faced in Arabic language learning can be addressed in the objectives of this study, with the following research questions: How is multiple-intelligence-based Arabic language learning implemented in the classroom? Which multiple intelligences are dominant among students in Arabic language learning? How effective is multiple intelligence-based learning in improving students' Arabic comprehension and skills? This study discusses the theory of multiple intelligences and its application, particularly in the process of providing Arabic language learning experiences that emphasize efforts to stimulate students' intellectual strengths. By stimulating students' intellectual strengths during the learning process, it is hoped that they will be able to receive and process information easily and demonstrate learning outcomes in accordance with their individual learning styles.

B. RESEARCH METHOD

This study employs a qualitative approach in the form of a literature review. This approach was chosen because the focus of the study is to examine, analyze, and synthesize various relevant sources regarding the application of Multiple Intelligences theory in Arabic language learning, without involving direct field data collection. Through this approach, the researcher seeks to gain a comprehensive understanding of the concept of Multiple Intelligences and its relevance to the challenges in Arabic language learning, which continue to face obstacles such as low student interest and teaching methods that tend to be monotonous.

The data in this study were sourced from two types of sources: primary and secondary data sources. Primary data were obtained from major books and journals that directly discuss the



theory of Multiple Intelligences particularly the works of Howard Gardner as well as core literature on Arabic language learning concepts and strategies. Secondary data sources were obtained from supporting journal articles, relevant previous research findings, undergraduate and graduate theses, seminar proceedings, and various other written sources related to the research topic.

Data collection was conducted using the documentation technique, which involved searching for, gathering, and recording various literature relevant to the research topic. The search was conducted through scientific journal databases, such as Google Scholar, Garuda, DOAJ, and Sinta, as well as through a review of reference books and previously published research on similar topics. This process was carried out systematically to ensure that the collected data was truly relevant and academically sound.

Data analysis in this study utilized content analysis, which was conducted in three main stages. The first stage was data reduction, which involved sorting and selecting the most relevant and credible literature in accordance with the study's focus. The second stage was data presentation, which involved grouping the data into several main themes, including the concept of Multiple Intelligences, issues in Arabic language learning, and the application of Multiple Intelligences in Arabic language learning. The third stage was drawing conclusions or verification, which involved synthesizing findings from various sources to address the research questions fully and comprehensively.

To ensure the validity and credibility of the data, the researcher applied source triangulation, which involves comparing and cross-checking information from different sources of literature that address the same theme. This step was taken to ensure the consistency and accuracy of the data used in the discussion, so that the findings presented in this study are scientifically sound.

C. RESULTS AND ANALYSIS

Multiple Intelligences, also commonly referred to as “multiple intelligences,” seeks to redefine the concept of “intelligence.” Traditionally, intelligence has been defined as a term used to describe the nature of the mind, encompassing a range of abilities, such as planning, reasoning, problem-solving, abstract thinking, understanding concepts, using language, and learning. Intelligence is closely related to the cognitive abilities possessed by individuals, which can be measured using psychometric tools known as IQ tests.



Howard Gardner (1993) defines intelligence as follows:

- a. The ability to solve problems that arise in human life.
- b. The ability to generate new problems to be solved.
- c. The ability to create something or provide a service that will be valued within one's culture.

In this regard, Gardner challenges the conventional view of intelligence as something measurable and singular. As defined above, intelligence is not a single ability that can be measured by one's performance on IQ test questions in a closed environment, isolated from one's surroundings, but rather an individual's ability to solve problems and overcome difficulties encountered in life. Gardner divides intelligence into eight intelligences: spatial, linguistic, interpersonal, musical, naturalistic, bodily-kinesthetic, intrapersonal, and logical-mathematical often abbreviated as SLIM N BIL (Gardner, 1993; Nicholson-Nelson, 1998).

In addition to the discussion of these eight intelligences, there are several key points in the Theory of Multiple Intelligences (Armstrong, 2002), as follows:

- a. Everyone possesses all eight intelligences. This theory is a theory of cognitive functions, stating that every person possesses capacities in all eight intelligences, which function simultaneously but in different ways in
- b. each individual. In general, it can be said that each person is highly developed in some intelligences, moderately developed in certain intelligences, and relatively underdeveloped in others.
- c. People in general can develop each type of intelligence to a sufficient level of mastery. Gardner argues that everyone actually has the ability to develop their intelligence to a sufficiently high level of performance if they receive adequate support, enrichment, and instruction.
- d. Intelligences generally work together in complex ways. Intelligences constantly interact with one another; that is, no intelligence exists in isolation in everyday life. In the theory of Multiple Intelligences, intelligences are removed from their original context so that their essential aspects can be assessed and their effective use studied.
- e. There are many ways to be intelligent across various categories. There is no standard set of attributes that a person must possess to be considered intelligent in a particular domain. The Theory of Multiple Intelligences emphasizes the diversity of ways in



which people demonstrate talent, both within a specific intelligence and across intelligences.

Arabic Language Learning through Multiple Intelligences Karwono and Mularsih explain that learning is an effort made by external factors to facilitate the learning process in the individual who is learning. Similarly, Al-Tabany explains that learning is a conscious effort by a teacher to teach students—that is, to guide students' interactions with other learning resources in order to achieve the desired objectives. Based on these definitions of learning, it can be concluded that learning is an interaction between teachers and students, as well as among students themselves, within the teaching-and-learning process to achieve optimal outcomes. The learning process that takes place in schools is inseparable from the roles of teachers and students. It is the teacher who helps create a teaching-and-learning environment that can guide students toward their goals.

The Arabic language course is designed to encourage, guide, develop, and nurture students' skills and foster a positive attitude toward the Arabic language, both in terms of receptive and productive skills. Receptive skills refer to the ability to understand others' speech and comprehend written texts. Productive skills refer to the ability to use the language as a means of communication, both orally and in writing. Arabic language proficiency and a positive attitude toward the Arabic language are crucial in helping students understand the primary sources of Islamic teachings the Qur'an and the hadith as well as Arabic-language texts related to Islam.

Arabic as a subject cannot be separated from other subjects within the curriculum structure. This interconnection is part of a more comprehensive goal: education as a means of development across all areas of life. This means that education prepares students to navigate a broader scope of life. It is not limited to the classroom within the confines of four walls. Language, in essence, is the understanding of vocabulary usage. Thus, the classroom is not merely a process for completing the curriculum, but much more than that. The formation of concepts and behavior is actually reflected in the curriculum, and the classroom serves as the operational follow-up to achieve the goals set forth in the curriculum.

Arabic language instruction under the Madrasah Curriculum in the Content Standards aims to achieve basic language competencies that encompass the four language skills taught in an



integrated manner: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah).

Applying MI theory in Arabic language instruction can begin by critically examining the scope of the material that contains instructional dimensions. The material dimensions can be understood through the teaching approaches established in the Subject-Specific Curriculum Guidelines (GBPP), particularly within the context of the Arabic language. According to the GBPP, Arabic is taught using the eclectic method, the aural-oral approach, reading, translation, and communication. Applying MI theory in Arabic language learning can begin by critically examining the scope of the curriculum that includes instructional dimensions. These dimensions can be understood through the teaching approaches outlined in the subject's National Curriculum Guidelines (GBPP), particularly within the context of Arabic. According to the GBPP, Arabic is taught using the eclectic method, the aural-oral approach, reading, translation, and active communication.

The Eight Intelligences Approach for Learners If we relate these eight human intelligences to learning, we can conclude that the Multiple Intelligences theory should be used and applied as an approach in learning activities. Meanwhile, the learning strategy employed is active learning. Active learning is a learning process intended to empower students to learn actively. In this context, the learning process is student-centered, with students using their minds to discover concepts and solve problems related to the subject matter, while also preparing mentally and developing physical skills through various learning styles.

The following are examples of the use of MI-based Arabic language learning methods in the four language skills:

1) Listening Skills (Istima')

Listening proficiency in foreign language learning is necessary to understand a conversation well and accurately. According to M. Khalilullah, Fathi Ali Yunus, et al., listening skills are divided into four categories: grasping the overall meaning, interpreting the sentences heard, analyzing the sentences heard, and fully comprehending what is heard. Generally, listening skills are taught using audio recordings from native speakers, as authentic language is essential for listening practice. These recordings are played in class, and the instructor explains the meaning or intent of the audio to the students.

There are two types of listening instruction:



- Listening for repetition, which requires students to listen to a text and then repeat (drill) what they have heard.
- Listening for comprehension, which aims to help students understand the text well so they can distinguish between main ideas and supporting details, follow the storyline, and so on.

2) Speaking Proficiency (*Kalam*)

Speaking proficiency (*kalam*) is an essential and practical component of language use—that is, the ability to correctly pronounce the sounds of the Arabic language—which can only be achieved after students have first mastered listening skills and vocabulary. Developing this skill will be more effective if tailored to the learners' multiple intelligences, using various methods: linguistic intelligence through short stories (*qisatun qasirah*), logical-mathematical intelligence through arranging random sentences (*tartiibul jumlah*), spatial intelligence through storytelling based on pictures (*suurah jaddzabah*), musical intelligence through singing (*hayya nughani*), kinesthetic intelligence through collaborative correction of expressions (*thoriqotu tamsiil*), interpersonal intelligence through presenting the results of group discussions (*firqotul muahhil*), and naturalistic intelligence through storytelling about a visited garden (*hadiqati jamilah*) (Ahmad, 2015).

Thus, the key point is that instruction in Arabic speaking proficiency must be designed in a varied manner and tailored to each student's intellectual potential to achieve optimal results.

3) Reading Proficiency (*Qira'ah*)

Reading is an activity that involves thinking, evaluating, analyzing, and problem-solving. Through reading, individuals can learn about and interact with the world outside themselves.

According to the theory of multiple intelligences, the most dominant intelligence in *al-Qiraah* learning is linguistic intelligence. This is because *al-Qiraah* is an activity related to text. One method that can be developed in *al-Qira'ah* instruction is "*qiraah mumti'ah*" (enjoyable reading). In this method, reading instruction can be conducted in a guided manner and through reading aloud for beginners.

Al-Qira'ah instruction can be carried out by moving or demonstrating specific movements in accordance with the reading theme for students who have a kinesthetic intelligence tendency. Meanwhile, for students with intrapersonal intelligence, reading activities can be done individually; as for students with naturalist intelligence, they can develop their intelligence by



reading in the park. Students with logical mathematical and spatial intelligence can be asked to read while visualizing (Ahmad, 2015).

4) Writing Skills (*Kitabah*)

Writing skills in Arabic are known as *ta'bir tahriri* or *insya'*. *Ta'bir tahriri* and *insya'* are divided into two types:

- Structured writing
- Free writing

For students with linguistic intelligence, this skill can be developed using the “*kitabatul khabar*” (news writing) method. Teachers can have them attend seminars or public lectures, then ask them to write a report on the seminar. This method can be assigned to students as an individual task, thereby helping to develop students with intrapersonal intelligence. Meanwhile, students with logical-mathematical intelligence can use the “*tartiibul jumlah*” method, in which they are asked to rewrite a story using fragmented sentences.

Writing instruction for students with spatial intelligence can be conducted using the “*kitabah min suwar*” (writing from pictures) method. The teacher provides several pictures and then asks students to write based on the pictures they see. For students with kinesthetic intelligence, writing instruction can be conducted through the language game “*as-sout almutasalsil*” (word chain). This method also helps develop interpersonal intelligence, as it is conducted in groups. As for teaching writing skills to students with naturalist or environmental intelligence, the “*hadiqati jamilah*” method can be used, which involves asking students to describe the atmosphere of a garden they have visited (Ahmad, 2015).

D. CONCLUSION

In this article, we examine Howard Gardner's theory of multiple intelligences, which reflects a general trend in the philosophy of education. It offers a comprehensive, realistic, and practical perspective on learners, the role of teachers, and learning resources. This article has discussed the theory. There are many approaches that can be used to identify talents and develop them to their fullest potential, enabling the greatest number of learners to improve, master, and excel in their respective fields.

In the context of education, including Arabic language instruction, the application of this theory enables educators to employ a variety of learning methods designed to accommodate differences in



intelligence. This approach not only makes the learning process more engaging but also helps optimize students' abilities holistically. Thus, the theory of Multiple Intelligences plays a crucial role in shifting the educational paradigm toward a more inclusive, holistic, and human-centered approach.

The application of intelligence theory in various fields requires the formulation of educational philosophy and the role of schools in encouraging children to read and engage in other activities, in addition to investing in this theory to address its challenges. And this is indeed true for educators in general when it comes to understanding children's development and their strengths.

It is hoped that the multiple intelligences approach will further improve the quality of learning while simultaneously broadening perspectives on the paradigm of intelligence namely, that no student is "dumb" or "unintelligent," but rather that all students possess certain intelligence tendencies. Consequently, a student will be able to learn any subject effectively, provided that the material is presented using a learning approach that aligns with the student's specific intelligence tendencies.



BIBLIOGRAPHY

- Salida, A., & Zulpina, Z. (2023). Keistimewaan Bahasa Arab sebagai Bahasa Al-Quran dan Ijtihadiyyah. *Jurnal Sathar*, 1(1), 23–33
- Sakdiah, N., & Sihombing, F. (2023). Problematika Pembelajaran Bahasa Arab. *Jurnal Sathar*, 1(1), 34–41.
- Shodiq, M. J. (2018). Pembelajaran Bahasa Arab Aktif-Inovatif Berbasis Multiple Intelligences. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 4(1), 125-148.
- Armstrong, T. (2002). *Sekolahnya Para Juara: Menerapkan Multiple Intelligences di Dunia Pendidikan* (Y. Murtanto, Penerj.). Bandung: Kaifa.
- Parwati, N. N., Suryawan, I. P. P., & Apsari, R. A. (2023). *Belajar dan pembelajaran*. PT. RajaGrafindo Persada-Rajawali Pers.
- Corinna, D. F., Rembulan, I., & Hendra, F. (2020). Problematika pembelajaran Bahasa Arab secara daring studi kasus: mahasiswa program studi Bahasa dan Kebudayaan Arab Universitas Al-Azhar Indonesia. *Prosiding Konferensi Nasional Bahasa Arab VI*, (6), 569-578.
- Mahmud, S. (2024). Integrating Howard Gardner's Multiple Intelligences in Islamic Education: A Systematic Review of Indonesian Practices.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. Basic Books/Hachette Book Group.
- Nicholson-Nelson, K. (1998). *Multiple intelligences*. New York: Scholastic Professional Books.
- Ahmad, Z. A. (2015). Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teori Multiple Intelligence. *Al Mahara: Jurnal Pendidikan Bahasa Arab*, 1(1), 1-18.
- Aisyatul'A'izzi, R., Razaq, A. I., Nuriyah, A., & Bakar, M. Y. A. (2026). MULTIPLE INTELLIGENCE DAN PEMANFAATANNYA DALAM PEMBELAJARAN BAHASA ARAB: STUDI LITERATUR. *JURNAL ILMIAH NUSANTARA*, 3(3), 1437-1452.