ARABIC LEARNING BASED ON MULTIPLE INTELLIGENCE AT *MARKAZ ARABIYAH*

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Abstrak:

Artikel ini bertujuan untuk mendeskripsikan pembelajaran Bahasa Arab berbasis multiple intelligences pada *Markaz Arabiyah*. Penelitian ini adalah penelitian kualitatif dengan jenis analisis deskriptif dengan menggunakan observasi, wawancara, dan dokumentasi sebagai teknik pengumpulan data. Adapun teknik analisis data menggunakan pengumpulan data, reduksi data dan kesimpulan. Hasil penelitian ini menyatakan bahwa pembelajaran Bahasa Arab berbasis Multiple Intellegencies pada *Markaz Arabiyah* digambarkan dalam empat kegiatan utama pembelajaran secara terintegrasi yaitu: 1) wawancara dan observasi kepada para siswa baru di awal pembelajaran, 2) perencanaan pembelajaran, 3) proses pembelajaran menggunakan model pembelajaran berpusat pada siswa - *learning by doing,* 4) evaluasi melalui tes pengetahuan dan test keterampilan. Penelitian ini menyimpulkan bahwa rangkaian kegiatan pembelajaran Bahasa Arab berbasis multiple intelligence di Markaz Arabiyah dapat memfasilitasi – secara terintegrasi – perbedaan kecerdasan siswa. Namun kecerdasan linguistic, logika matematik, kinestetik dan interpersonal adalah kecerdasan yang paling dominan muncul dalam kegiatan pembelajaran.

Kata Kunci: Pembelajaran Bahasa Arab; Multiple Intelligences

Abstract:

This article aims to describe Arabic learning based on multiple intelligences at *Markaz Arabiyah*. This research is a qualitative with descriptive analysis using observation, interviews, and documentation as data collection techniques. The data analysis techniques uses data collection, reduction and conclusions. The results of this study state that learning Arabic based on multiple intelligences at *Markaz Arabiyah* is described in four main integrated learning activities: 1) interviews and observations of new students at the beginning of learning, 2) lesson planning, 3) the learning process uses a student-centered model - learning by doing, 4) evaluation through knowledge tests and skill tests. This study concludes that a series of Arabic learning activities based on multiple intelligences at *Markaz Arabiyah* can facilitate – integrated – differences in student intelligence. However, linguistic, mathematical logic, kinesthetic and interpersonal intelligence are the most dominant intelligences that appear in learning activities.

Keyword: Arabic Learning; Multiple Intelligences

INTRODUCTION

Arabic is one of the Semitic language family and is one of the official languages of the United Nations (UN). The language used by 25 countries as the national language in the Middle East region occupies an important position as a means of communication. In addition, Arabic is the language of worship for the Muslims[1] because it is the language of the sources of Islamic teachings, namely the Al-Quran and Hadith. Thus, learning Arabic is a necessity for the Muslims[2] to increase their understanding of religious teachings. The need to master the Arabic language is also based on the increasing importance of the Middle East region as an area of culture and Islamic studies as well as the development of science. To answer this need, in Indonesia many formal and non-formal educational institutions facilitate mastery of the Arabic language.

Arabic language learning practices exist in Islamic-based formal educational institutions including MI, MTs, and MA. Whereas in non-formal institutions, there are Islamic boarding schools, *madrasah diniyyah*, and Arabic language course institutions. Each institution has different goals for learning Arabic. Learning Arabic which focused on deepening religious knowledge is usually found in Islamic boarding schools and *madrasah diniyyah*. Learning Arabic in formal schools aims to strengthen language competencies to equip students to the next level. Meanwhile, Arabic language course institutions usually have multipurpose which are tailored to the needs of learners.[3]

Arabic language learning problems are generally caused by two factors, linguistic factors, and non-linguistic factors[4],Then to make overcoming the problem above requires a unique and special learning model.

Learning aims to influence students to become better. This change includes changes in behavior, increased knowledge, and mastery of the competencies. Effective learning requires the right goals and strategies[5]. The learning strategy aims to make it easier for students to receive and understand the subjects, and achieve the learning objectives properly.

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[1] Ismail Bharuddin and Sitroh Amni, "تحليل معاني حرفي من وعن في سورة الأعراف," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 8, no. 2 (2020).

[2] Afrina Refdianti and Afwan Afwan, "Fa'āliyat Istikhdām Al-Kitāb Al-Asāsiy (Dirāsah Taqwîmiyyah Fi Jāmi'ah Imam Bonjol Al-Islāmiyah Al-Hukumiyyah Padang)," *Akademika: Jurnal Keagamaan Dan Penddikan* 17, no. 2 (2021): 238–51.

[3] Moh Sholeh Afyuddin, Maziyyatul Muslimah, and Muhammad Nur Kholis, "Development of Tadris Al- ' Arabiyyah Al-Mukatssaf (TAM) Textbook , Based on Contextual Teaching and Learning (CTL) Pengembangan Buku Ajar Tadris Al- ' Arabiyyah Al - Mukatssaf (TAM) Berbasis Contextual Teaching and Learning (CTL)," 2023, 1–17, https://doi.org/10.30762/asalibuna.v7i01.1084.

[4] Irsal Amin, "المشكلات اللغوية في تعليم اللغة العربية لدي الطلبة في إندونيسيا," *Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 9, no. 2 (2021): 102–17.

[5] Yunaldi Yunaldi and Aprilianti Nasution, "جهود المعلم في ترقية مهارة الكلام للكلاب في تعليم اللغة العربية في معهد دار الإخلاص," Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab 8, no. 2 (2020): 100–119.

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Learning in a group of students[6] often has problems regarding individual differences in terms of ability, level of cognition, particular intelligence, educational, social, and cultural background, etc. This is in line with Howard Gardner's developmental psychology theory which suggests multiple intelligences theory. Howard Gardner stated that intelligence is the ability to find and solve problems and create products of value in one's own culture. One's intelligence can be seen from his two habits. First, the habit of solving problems. Second, the habit of creating new products that have cultural value (creativity)[7]

Multiple Intelligences identifies 8 types of intelligence: linguistic intelligence, logical-mathematical, spatial, kinesthetic, interpersonal, intrapersonal, and naturalist. This theory is a reference to developing learning in a group of students by regarding their differences in intelligence. Recognizing the characteristics of different learners is urgent. Teachers can consider and prepare learning activities by paying attention to students' characteristics, level of ability, and intelligence. Learning that is oriented to individual intelligence can make students easier to understand and respond learning process. [8]

For students, learning is a process of building their knowledge and must provide opportunities for each student to be actively involved in the learning process. The concept of Multiple Intelligences can accommodate intelligence differences and provide space for students to develop their potential. Learning that following the student's potential will motivate him strongly from the inside so they will go through the entire learning process voluntarily.[9]

A study entitled "Application of the Multiple Intelligences Learning Model to Prepare Students in the Super Smart Society 5.0 Era" stated that the multiple intelligences-based learning models could prepare students to face the era of society 5.0 so that learning does not only focus on cognitive aspects. The application of multiple intelligences in learning in a study entitled "Implementation of the multiple intelligences to approach in Islamic Religious Education subjects" found that teachers used various learning methods and strategies in class. Teachers could teach by combining several methods such as linguistic, logical-mathematical, and kinesthetic creatively.[10] In addition,

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[6] Rini Angreni Hasibuan and Yunaldi Yunaldi, " تأثير تعليم باستراتجية الترقيم الجماعي على نتائج تعليم كتابة اللغة العربية," *IJAS* 4, no. 2 (2022): 211–27.

[7] Munif Chatib, *Sekolahnya Manusia: Sekolah Berbaris Multiple Intellegences Di Indonesia* (Bandung: Kaifa, 2015).

[8] Howard Gardner, "Multiple Intelligences After Twenty Years," *Education* 21, no. 617 (2003): 115, http://www.consorzionettuno.it/materiali/B/697/773/16/Testi/Gardner/Gardner_multiple_intelligent.pd.

[9] Abdullah Mohammed Alsubaie, "The Effectiveness of Multiple Intelligence Based Differentiated Instruction on Metacognitive Reading Comprehension in Arabic Language among Middle School Students in Saudi Arabia," *Revista Amazonia Investiga* 9, no. 26 (2020): 158–66, https://doi.org/10.34069/ai/2020.26.02.17.

[10] Sayyidah Awwaliyah, "Implementasi Pendekatan Multiple Intelligences Dalam Mata Pelajaran Pendidikan Agama Islam" (UIN Maulana Malik Ibrahim, 2016).

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a study entitled "The Influence of Multiple Intelligences-based Learning Strategies on Students' Thematic Learning Outcomes" confirmed that there were striking differences between the experimental class and the control class. So it can be concluded that there is a significant influence on the application of learning strategies based on Multiple Intelligences on students' thematic learning outcomes.[11]

One of the Arabic language institutions that applied the concept of Multiple Intelligences in learning is the *Markaz Arabiyah* Arabic Language Course, Pare. *Markaz Arabiyah* is one of the Middle Eastern study mediators. *Markaz* has recorded more than 4,000 alumni, 500 of them have successfully continued their studies in the Middle East and Europe since established in 2018. This course institute conducts interviews at the beginning of the program to identify the type of intelligence of students. Therefore, the researcher purposes to conduct research at this institution to reveal how the Arabic language learning strategy based on Multiple Intelligences. This research will be an overview of Multiple Intelligences-based learning in institutions with a pattern similar to *Markaz Arabiya*h, Pare.

RESEARCH METHOD

This research is qualitative descriptive. This study aims to describe Arabic language learning based on Multiple Intelligences at *Markaz Arabiyah*. Data collection used three qualitative data collection instruments: 1) observation, 2) interviews, and 3) documentation.[12] These three instruments aimed to strengthen the accuracy and validity of data through data triangulation techniques and data collection techniques. Observation focused on observing the Arabic language learning process at *Markaz Arabiyah* based on multiple intelligences to capture student responses during the learning process. The researcher comes only to collect data without being directly involved in learning as a teacher or student. The interview focused on exploring the Multiple Intelligences application at *Markaz Arabiyah* Arabic Course. The researcher interviewed students, teachers, persons in charge of offline learning, and the director of the *Markaz Arabiyah* Arabic Course. While the documentation for collecting data related to learning procedures is in the form of syllabi and lesson plans. The data processing techniques in this study are data reduction, data presentation, and drawing conclusions.[13]

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[11] Resa Julianti Putri, Taopik Rahman, and Qonita Qonita, "Penerapan Model Pembelajaran Multiple Intelligences Untuk Menyiapkan Siswa Di Era Super Smart Society 5.0," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 3 (2021): 871–79, https://edukatif.org/index.php/edukatif/article/view/415.

[12] Aida Abtika Limbong and Akhiril Pane, " تحليل استخدام وسيلة الصورة لتعليم المفردات في كتاب العربية بين يديك," *Thariqah Ilmiyah; Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 9, no. 1 (2021): 102–15.

[13] Iptikarul Ilmi, Sofyan Sauri, and Nunung Nursyamsiah, "Implementation of Arabic Learning Through The Syarqi Program in The Markaz Arabiyah Pare Course," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2020): 96, https://doi.org/10.24235/ibtikar.v9i2.5924.

FINDINGS AND DISCUSSION

Gardner suggests that intelligence is a person's ability to solve his own problems. Gardner developed this theory through complex research involving anthropology, cognitive psychology, developmental psychology, psychometry, biographical studies, animal physiology, and neuroanatomy.[14] The multiple intelligences have identified 8 types of intelligence: verbal-linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and naturalistic intelligences.

Multiple intelligences have a broad influence on education studies. The intelligence concept in multiple intelligences concerns the diversity of potentials in each learner. Learning that integrates the concept of multiple intelligences leads the learning process according to students' potential. If learning can accommodate students' potential and abilities, they will become better and more competent and will be better able to join the society as a useful person for others.

The *Markaz Arabiyah* Arabic Course is one of institutions-applied multiple intelligences in learning. This institution has learning objectives to master the four basic language skills and the elements of Arabic language (*mufradat* and *qawaid*) so students can communicate directly with natural accent, accompanied by the intelligence possessed by each student.

By conducting interviews, observation, and documentation, the researcher could get an overview of the multiple intelligence-based Arabic languages learned by students at the *Markaz Arabiyah*. The following is the description findings and discussion.
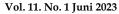
Intelligence Identification and Student Grouping at Markaz Arabiya

Multiple Intelligences believes that every individual tends to have certain intelligence. So, this theory has a method of discovering abilities to reveal one's intelligence.[15] The concept of multiple intelligence emphasizes the tendency of different types of intelligence. If the teacher has detected this type at the start, it will be easier to facilitate learning to develop students' potential.

The *Markaz Arabiyah* identified the tendency of prospective students through interviews at the beginning of the program. Teachers or assistants conducted interviews to identify the types of students' intelligence tendencies. In addition to interviews, this institution also facilitates students with supervisors to monitor their characteristics through their daily activities in the dormitory. In addition, the teachers and homeroom teachers also had the task to recognize the

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[14] Howard Gardner and Thomas Hatch, "Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences," *Educational Researcher* 18, no. 8 (1989): 4, https://doi.org/10.2307/1176460.

[15] Endang Kusniati, "Strategi Pembelajaran Berbasis Multiple Intelligences," *NUANSA Jurnal Studi Islam Dan Kemasyarakatan* IX, no. 2 (2016): 59–75, https://doi.org/10.36835/au.v2i2.416.

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tendency of students' intelligence types through learning styles, abilities, character, and behavior.[16]

Intelligence measurement requires an assessment to determine the dominant intelligence. The instrument used is the Rogers Indicator of Multiple Intelligences (RIMI) test. RIMI is an evaluation to pinpoint the dominant intelligence of students. RIMI will provide valuable information about the state of students' intelligence.[17] This information will become a reference for teachers to apply appropriate methods and match the students' learning styles.

Markaz Arabiyah conducted class grouping based on student's abilities and learning objectives. *Markaz Arabiyah* provided several Arabic learning programs to meet students' competencies and learning goals, including shift for novice students, i'dad for students who do not yet have basic Arabic skills, and syarqi to learn the four Arabic skills comprehensively.

Markaz Arabiyah provided several learning programs to meet students' learning objectives, such as *takhashush* program to deepen students' ability to access the *kitab kuning*[18], the *minhah* program to prepare students who wish to continue their studies to middle east, the *phanter* program for selected subjects that adapted from the enrollment requirements of Al Azhar University Egypt, the a*kbarnas* program to strengthen the ability in Arabic speaking, and the *maqro'* program to strengthen the ability to read the *kitab kuning* and analyze the *qawaid*.

Markaz did not group students based on their dominant intelligence, considering their different learning goals. Some students aimed to improve their basic grammar comprehension in the few months, some others aimed to strengthen their skills specially in speaking because their limited time. As a short-course institution that not bounded by government regulations, learning Arabic at *Markaz* runs in a relatively short time. Students generally complete one class or one program within 1 month then continue to the next level. Generally, most students only study for one to three months at *Markaz Arabiyah*.[19]

Researchers concluded that student grouping based on dominant intelligence is not the proper method for the *Markaz Arabiya*h, because if student grouping is according to their dominant intelligence, it will not facilitate the development of the four language skills and mastery of language components as well. For example, a class with musical intelligence cannot develop speaking skills if they only learn through music, and so on. This statement concluded that

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[16] Siti Aqmarina Lailani, M. (2022, September 4). Identifikasi Profil Kecerdasan Multiple Intelligences. (R. Rafidania, & I. Fajriyanur, Interviewers)

[17] J. Keith Rogers, "The Rogers Indicator of Multiple Intelligences," https://www.personal.psu.edu/, 2011.

[18] The books that written by Ulama in the past contains Islamic materials, Arabic, etc. These books used in teaching and learning in Pesantren or Islamic Boarding Schools. These books mostly written in yellow paper.

[19] Miqdarul Khair, L. M. (2022, September 4). Pembagian Kelas Multiple Intelligences. (R. Rafidania, & I. Fajriyanur, Interviewers)

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the student grouping is better to remain based on their learning objectives and abilities but still paying attention to the dominance of students' intelligence.

Learning Planning Based on Multiple Intelligence

Learning planning is a process for formulating and determining learning objectives, strategies, techniques, media, and evaluation to achieve learning objectives. Learning planning is contained in the syllabus and the lesson plan.

Learning Arabic at the *Markaz Arabiyah* integrates the concept of Multiple Intelligences in preparing lesson plans. The contents of the lesson plan include institutional identity, materials, time allocation, competencies, indicators, strategies, media, intelligence domains, and learning activities. The researcher found a difference between the lesson plan based on Multiple Intelligences in the *Markaz Arabiyah* and the lesson plans in general. A lesson plan based on multiple intelligences pays attention to one to three types of intelligence and brings them out into learning activities. The selection of the type of intelligence in the lesson plan is based on the learning material and the teacher's strategy in teaching.

In addition, multiple intelligences can also have implications for curriculum development. [20] Curriculum development at *Markaz Arabiyah* has several principles, one of which is "relevance", meaning that the learning process must be relevant to the demands, needs, and developments of society. Learning Arabic at Markaz also prioritizes mastery of the four Arabic language skills and language components and makes it the main objective in developing a curriculum based on multiple intelligences.
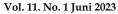
Learning Process Based on Multiple Intelligence

Armstrong stated that the theory of multiple intelligences allows teachers to develop learning strategies that are innovative and relatively new in the education study. Armstrong further explained that there is no series of learning that works effectively for all students. Each student has a certain tendency of the eight intelligences they have.[21] Thus, learning process must involve students actively, including mastery of certain skills, addition of information and knowledge, and changes in behavior.

The *Markaz Arabiyah* leads the learning activities in classroom to involve students more actively (student-centered). Learning activities in the classroom are conversational practice, independent or group presentations, case studies, discussions, designing and making products, plays, field trips, and so on.

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[20] Howard Gardner, *Kecerdasan Majemuk (Multiple Intellegnces): Teori Dalam Praktek* (Jakarta: Interaksa, 2003).

[21] Thomas Armstrong, *Sekolah Para Juara: Menerapkan Multiple Intelligences Di Dunia Pendidikan*, ed. Rina S. Marzuki (Bandung: Kaifa, 2003).s

The student-centered approach states that students are not the learning objects which teachers give information to, but students are subjects with their potential. This potential must be stimulated and developed to achieve optimal abilities. [22] Thus, according to the concept of multiple intelligences which believes that each individual student is an intelligent person and has certain and various types of intelligence tendencies. Teachers and students will achieve successful learning optimally by paying attention to the students' potential and intelligence types.

Learning activities at the *Markaz Arabiyah* presented in fun, interactive, and creative atmosphere. The following is the implementation of multiple intelligences in learning Arabic at *Markaz Arabiyah*:

1. Linguistic intelligence

Linguistic intelligence is the language ability to connect several words, either orally or in writing. This language ability includes phonological, syntactic, semantic, and pragmatic aspects. [23][24] Learning with linguistic intelligence is oriented toward using language to communicate orally. The learning activities consist of speaking, telling stories in front of the class, presenting the results of assignments, and practicing conversation or *hiwar*.

Learning Arabic at *Markaz Arabiyah* that based on linguistic intelligence – in speaking skills – perhaps in the form of debate, speech, and drama using Arabic as a way of expressing and conveying messages. While learning writing skills, maybe in the form of writing activities or making essays and compiling descriptive texts.

2. Mathematical logic intelligence

Logical-mathematical intelligence is the ability to logic numbers, patterns, and scientific thinking. Logical-mathematical intelligence includes numeracy skills, logical thinking, and problem-solving skills.[25]

Learning activities that can facilitate logical-mathematical intelligence are question and answer, case studies for the ability to analyze and solve problems, discussion to exchange information, experiment, reason, and so on. Debate or *munadzoroh* can also facilitate this intelligence type by encouraging students to think critically, and present convincing arguments.

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[22] Reza Rindy Antika, "Proses Pembelajaran Berbasis Student Centered Learning (Studi Deskriptif Di Sekolah Menengah Pertama Islam Baitul 'Izzah, Nganjuk)," *BioKultur* III, no. 1 (2014): 251.

[23] Sami Sulieman Al-Qatawneh et al., "The Representation of Multiple Intelligences in an Intermediate Arabic-Language Textbook, and Teachers' Awareness of Them in Jordanian Schools," *Heliyon* 7, no. 5 (2021): e07004, https://doi.org/10.1016/j.heliyon.2021.e07004.

[24] ABA Pradana, "Pembelajaran Bahasa Inggris Berbasis Multiple Intellignce Pada Tipe Kecerdasan Linguistik," *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 1 (2018): 41, https://www.researchgate.net/publication/325623816_English_Learning_Based_On_Multiple_Intelligence_In_Type_Of_Linguistic_Intelligence.

[25] Pradana. 46

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One of the learning game activities that can facilitate intelligence is *Sudoku* applied to the Speaking class at *Markaz Arabiyah*.

3. Spatial intelligence

Spatial intelligence is the ability to capture the visual-spatial world accurately. Spatial intelligence is called visual-spatial intelligence. This intelligence includes the ability to visualize the world through mental images and artistic expression.[26]

Learning activities that facilitate this intelligence are creating family tree pictures, mind mapping to visualize information through points and connecting them with lines, guessing games, and Arabic snakes and ladders games.

Learning activities that develop spatial intelligence utilize a lot of media such as images or video and emphasize aspects of color, streaks, shapes, and space.

4. Musical-rhythmic intelligence

Musical intelligence (rhythm music) is the ability to develop, express and enjoy the rhythm of music and sound. Musical intelligence includes sensitivity to scales, rhythm, sound color, and emotional aspects that function in appreciating music, singing, and enjoying musical instruments.[27]

Learning activities that facilitate musical intelligence, are activities that integrate the lesson into music, melody, and rhythm. For example, reciting vocabulary using certain song rhythms, memorizing word patterns (*wazan*) in certain song rhythms, creating Arabic rules in the form of certain songs or rhythms. Teachers can also facilitate this intelligence by asking students to perform a concert to sing Arabic songs on a routine agenda called *Samar Araby*.

5. bodily-Kinesthetic intelligence

Body-kinesthetic intelligence is the ability to use the body or gestures to express ideas or feelings. Kinesthetics focuses on the ability to use the whole body (or other parts of the body) in different ways, both for expression (dance, acting) and purposeful activities.[28]
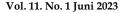
Someone with this intelligence can process information through the sensations felt by his body. Learning activities that facilitate kinesthetic intelligence include guessing pronouns (*dhomir*) means memorizing possessive pronouns using body parts, right/wrong jumps, and memorizing daily expressions using body gestures.

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[26] Pradana. 46
[27] Pradana. 47
[28] Gardner, *Kecerdasan Majemuk (Multiple Intellegnces): Teori Dalam Praktek*. 41-42

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Educational games such as clapping day and night, guessing body gesture that represents vocabularies, jumping forward and backward, and right and left can also facilitate kinesthetic intelligence.

6. Interpersonal intelligence

Interpersonal intelligence (interpersonal) is the ability to understand and be sensitive to feelings, motivations, character, and temperament. Intrapersonal intelligence is closely related to the ability to understand other people.[29]

Classroom learning activities that facilitate this intelligence include practicing conversations by taking turns, group discussions, group assignments, debriefing between friends and peer tutors to exchange knowledge, and plays that require teamwork skills.

7. Intrapersonal intelligence

Intrapersonal intelligence is an ability related to self-knowledge and the ability to act adaptively based on self-knowledge. Intrapersonal intelligence is the personal intelligence related to the internal aspects of a person.[30]

Learning activities that facilitate this intelligence include individual assignments such as compiling texts, telling personal stories, and explaining feelings (*ta'bir a-masya'ir*), working on quizzes (*tadribat*) individually.

8. Naturalistic intelligence

Naturalistic intelligence is the ability to understand flora and fauna well, thus making other consequential distinctions in the natural world. Naturalist abilities are basically useful for understanding and enjoying nature and using these abilities productively.[31]

Markaz Arabiyah facilitates this intelligence by conducting outdoor learning, such as field trips to look for findings related to nouns by observing the surrounding environment.

Based on the discussion on the Multiple Intelligences implementation in learning Arabic at *Markaz Arabiyah*. The conclusion is that the use of teaching and learning methods and activities must be adjusted in more variation to facilitate their different intelligences in the class.

The researcher also found that the intelligences appeared more frequently in Arabic learning activities at *Markaz Arabiyah* were linguistic, logical-mathematical, kinesthetic, and interpersonal intelligence. Many learning activities

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[29] Gardner. 47-49

[30] Gardner. 49-51

[31] Pradana, "Pembelajaran Bahasa Inggris Berbasis Multiple Intellignce Pada Tipe Kecerdasan Linguistik." 43.

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are directed to facilitate these intelligences. Some other intelligences are less of a teacher's concern in designing Arabic language learning because they cannot be applied in learning optimally, such as naturalist and intrapersonal intelligence.

Learning Assesment Based on Multiple Intelligence

The final process on teaching and learning is to measure student learning progress. Student assessment is divided into three types, those are daily assessment, weekly assessment and monthly assessment. The daily assessment is an assessment on every afternoon. This assessment called *'asfu al-dzihni*. This assessment aims to test the understanding of all learning material during that one day. The activities in this assesment vary according to the learning program.

The weekly assessment is an assessment activity on every Friday. This assessment aims to measure the progress of students' competencies after participating in learning for one week. While the monthly assessment is an assessment at the end of each learning period or at the end of the month. This assessment aims to measure the progress of students' competencies after participating in Arabic learning at *Markaz Arabiyah* for one month. The results of the monthly assessment will be a condition to obtain the certificate (*syahadah*) of graduation.

Based on the purposes, assessment divided into two types: knowledge and skills assessment. Knowledge assessment is an assessment by doing a written test. Meanwhile, skills assessment aims to measure students' competencies to apply learning materials in doing certain tasks in various contexts according to competency indicators.[3233] Some of the assessment activities at *Markaz Arabiyah* are making Arabic advertisement videos, translating Indonesian songs into Arabic and recording the video, speech contests, dubbing cartoon videos into Arabic, and so on. These assessment activities can also facilitate multiple intelligences in students.

CONCLUSION

From research data on learning Arabic based on Multiple Intelligences at *Markaz Arabiyah*, the research concluded as follows:

Markaz Arabiyah course identifies eight intelligence that are dominant in students in the early stages of learning through observation and interviews. Markaz also provides supervisors to observe students' intelligence development during learning. The results of the identification of intelligence then used as material for learning design and preparation of lesson plans. However, *Markaz Arabiyah* do not group students into classes according to their dominant intelligences, but based on their learning abilities and goals, because

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[32] Suci Ramadhanti Febriani and Rizka Widayanti, "The Evaluation of Arabic Learning Based on Multiple Intelligences Classroom," *Internationl Journal of Arabic Language Teaching* 2 No 02 (2020): 131–48.

[33] Ubaid Ridlo, "Multiple Intelligences in Evaluation of Arabic Learning at Islamic Boarding School," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (2022): 125, https://doi.org/10.29240/jba.v6i1.3798.

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grouping students based on their intelligences can have an impact on learning saturation and less than the maximum in learning the four skills and components of Arabic.

In planning lessons, *Markaz Arabiyah* pays attention to several student intelligences and adapts learning methods and materials to the dominant intelligences that are belonged to students in the class. Teachers arrange lesson plans and choose a series of learning activities that can facilitate students' various intelligences. The main goal in teaching and learning Arabic at *Markaz Arabiyah* is mastery of the four Arabic language skills and elements. Multiple intelligence is a reference in designing learning activities to achieve these main goals.

Learning Arabic based on multiple intelligences adapts the student-centered paradigm and actively involves students in the learning process. The application of multiple intelligences can be seen in the use of various teaching methods. However, teaching and learning activities seem to be more dominant towards just a few intelligences, such as linguistic, logical-mathematical, kinesthetic, and interpersonal intelligence. Some other intelligences are relatively neglected because they do not match the language learning, such as naturalistic and intrapersonal intelligence.

The assessment of students' competencies is measured by an authentic assessment including an assessment of attitudes, knowledge and skills. Based on the purposes, assessment divided into two types: knowledge and skills assessment. Knowledge assessment is an assessment by doing a written test. Meanwhile, skills assessment aims to measure students' competencies to apply learning materials in doing certain tasks in various contexts according to competency indicators.

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