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## The Orientation Of Multiple Intelligence Framework In Learning Arabic In Digital Era

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### Abstract

Digital-based Arabic learning has become a necessity that must be done by every teacher in the technology era. The concept of multiple intelligences is present as an answer to some of the perceptions that reveal that there are students who are stupid in the field of language. This study intends to explore the theoretical framework of multiple intelligences in learning Arabic in the digital era. Using a qualitative approach with library research methods in describing research findings. Research data was obtained from primary and secondary sources in the form of articles, proceedings and books. The collected data is then presented using a descriptive content analysis technique deductively. This research shows that the digital era is a great opportunity for teachers in compiling multiple intelligences-based learning that is tailored to the conditions and needs of students. In addition to the above aspects, the concept of multiple intelligences adopted in Arabic learning provides room to compete with other subjects that have applied multiple intelligences first. To refine these findings, further research is needed to test the learning outcomes using multiple intelligences with conventional learning without the concept of multiple intelligences.

Keywords: Arabic Learning, Digital Era, Multiple Intelligence Theory

## Abstrak

Pembelajaran bahasa Arab berbasis digital sudah menjadi keniscayaan yang harus dilakukan oleh setiap guru di era teknologi. Konsep multiple intelligences hadir sebagai jawaban bagi sebgayaan persepsi yang mengungkapkan bahwa terdapat siswa yang bodoh dalam bidang bahasa. Penelitian ini bermaksud mengeksplorasi kerangka teori multiple intelligences dalam pembelajaran bahasa Arab di era digital. Menggunakan pendekatan kualitatif dengan metode library research dalam mendeskripsikan temuan penelitian. Data penelitian didapatkan dari dari sumber primer dan sekunder berupa artikel, prosiding dan buku. Data yang terkumpul kemudian dipaparkan menggunakan teknik descriptive content analysis secara deduktif. Penelitian ini menunjukkan bahwa era digital menjadi peluang besar bagi guru dalam menyusun pembelajaran berbasis multiple intelligences yang disesuaikan dengan kondisi dan kebutuhan siswa. Selain aspek di atas, konsep multiple intelligences yang diadopsi dalam pembelajaran bahasa Arab memberikan ruang untuk dapat bersaing dengan mata pelajaran lainnya yang sudah menerapkan multiple intelligences terlebih dahulu. Untuk menyempurnakan temuan ini, perlu dilakukan penelitian lanjutan untuk menguji hasil pembelajaran menggunakan multiple intelligences dengan pembelajaran konvensional tanpa konsep multiple intelligences.

Kata kunci: *Era Digital, Pembelajaran Bahasa Arab, Teori Multiple Intelligence*

### A. Introduction

Technological developments are inevitable. In response to this, education as one of the important aspects affected by technological developments is required to be able to adapt. The old teacher-centered learning pattern must be transformed into student-centered learning. So that the weight of the value does not lie in the final result of learning but focuses more on the process and how to get it<sup>1</sup>.

The internalization of technology in education requires more complex teacher skills. In addition to mastering learning materials with various components such as strategies, methods, media, teachers must also have

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<sup>1</sup> Halimatus Sa'diyah and Maman Abdurahman, "Pembelajaran Bahasa Arab Di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2021): 51–69, <https://doi.org/10.32699/liar.v5i1.1665>.

the skills to operate technology as a learning tool<sup>2</sup>. stated that the success of learning in the classroom is largely influenced by the professionalism of the teacher and the skills of mastering materials, methods and learning media. Conducive and innovative learning can be pursued by presenting varied learning methods and according to student needs to improve the quality of learning<sup>3</sup>.

Arabic learning in particular, has become the center of attention of the government to be developed. This was marked by the issuance of the Minister of Religion's decree number 183 of 2019 concerning the development of Islamic and Arabic religious education curriculum. The policy of developing an Arabic language learning curriculum specifically aims to prepare Indonesian students to face the challenges of the times and massive technological advances<sup>4</sup>. Since the emergence of this decree, many experts have conducted scientific studies on the right strategy in teaching Arabic to respond to the times.

One of the learning theories that has begun to be developed in Arabic learning is the theory of multiple intelligences which was first coined by Howard Gardner. In Indonesia, it was pioneered by an education consultant named Munif Chatib<sup>5</sup>. Multiple intelligences were proposed by Gardner in the early 1980s as an alternative way to design traditional classrooms as one needs to learn and understand something<sup>6</sup>. Gardner argues that students

2 Imam Makruf and Anisatul Barokah, "Peningkatan Mutu Pembelajaran Bahasa Arab Berbasis Aktivitas Di Madrasah Ibtidaiyah," *Al-Mahara Jurnal Pendidikan Bahasa Arab* 6, no. 1 Juni (2020): 39–58, <https://doi.org/DOI: 10.14421/almahara.2020.061-03>.

3 Apri Wardana Ritonga et al., "E-Learning Process of Maharah Qira'ah in Higher Education During the Covid-19 Pandemic," *International Journal of Higher Education* 9, no. 6 (2020): 227–35, <https://doi.org/10.5430/ijhe.v9n6p227>.

4 Apri Wardana Ritonga et al., "Teacher's Challenges in Implementing HOTS in Learning Arabic During Covid-19 Pandemic," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 1 (2021): 1–14, <https://doi.org/10.22219/jiz.v4i1.15606>.

5 Muhammad Jafar Shodiq and Nafiatur Rasyidah, "Metode Pembelajaran Berbasis Multiple Intelligences Dalam Meningkatkan Prestasi Belajar Bahasa Arab," *Arabia* 8, no. 1 (2016): 142–64.

6 Sabriye Şener and Ayten Çokçalışkan, "An Investigation Between Multiple

do not only have a single intelligence but have multiple intelligences. The assumption is that all people have this various intelligence but only one of them is more prominent<sup>7</sup>.

The intelligence of students can be developed if it is in accordance with their respective learning styles. Multiple intelligences is here to answer the traditional intelligence theory which assumes two things, namely human cognition is unitary and human intelligence can be measured. That is, a person's intelligence can only be seen from the intelligence quotient test and ignores other intelligence methods. In terms of learning styles, Mackecker explains that there are various kinds of student learning styles, including cognitive, affective, social, and physiological characteristics that serve as relatively stable indicators of how students perceive, interact with, and respond to the learning environment<sup>8</sup>. Brown adds learning style as the way people understand and process information in learning situations. Brown clearly emphasizes six main learning styles, namely visual, auditory, kinesthetic, tactile, group, and individual learning styles<sup>9</sup>.

Variations in student learning styles must be an important concern for teachers who must be improved. If this multiple intelligence is grown, developed, and involved in the Arabic language learning process, there is a great opportunity to increase the effectiveness of learning activities<sup>10</sup>. An effective way to accommodate the intelligence of students is to unite in a group, so there will be cooperation and sensitivity to help each other

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Intelligences and Learning Styles,” *Journal of Education and Training Studies* 6, no. 2 (2018): 125, <https://doi.org/10.11114/jets.v6i2.2643>.

7 Sabriye Şener and Ayten Çokçalışkan, “An Investigation Between Multiple Intelligences and Learning Styles,” *Journal of Education and Training Studies* 6, no. 2 (2018): 125, <https://doi.org/10.11114/jets.v6i2.2643>.

8 Dorothy Mackecher, *Making Sense of Adult Learning*, (2nd Ed.) (Canada: University of Toronto Press Incorporated, 2004).

9 H. Douglas Brown, *Principles of Language Teaching and Learning*, (4th Ed.). (White Plains, NY: Longman, 2000).

10 Roman Yavich and Irina Rotnitsky, “Multiple Intelligences and Success in School Studies,” *International Journal of Higher Education* 9, no. 6 (2020): 107–17, <https://doi.org/10.5430/ijhe.v9n6p107>.

between students<sup>11</sup>.

The importance of the study of multiple intelligences in learning has attracted the interest and attention of many parties, this can be described through the findings of previous research. As the study conducted by Aminah et al, revealed that teachers and students need the presence of multiple intelligences to accommodate Arabic learning according to each student's learning style<sup>12</sup>. The school environment can be used as a learning space for students, not always learning in the classroom but outside the classroom can also be an option for teachers to deliver learning, so students can be more flexible to be creative and develop their mindset<sup>13</sup>. The urgency of implementing multiple intelligences in Arabic learning to facilitate language acquisition for students must be fulfilled from an early age<sup>14</sup>. Adopting multiple intelligences provides many positive contributions to learning, including improving students' language skills, both listening, speaking, reading and writing skills<sup>15</sup>. Multiple intelligences also have an effect on students' intrapersonal development and improve their academic achievement in the face of technological developments<sup>16</sup>.

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11 Aminah, Zukhaira, and Moh. Yusuf Ahmad Hasyim, "Pengembangan Metode Pembelajaran Keterampilan Berbicara Bahasa Arab Dengan Kooperatif Berbasis Teori Kecerdasan Majemuk Pada Siswa Kelas VII Madrasah Tsanawiyah," *Lisanul' Arab: Journal of Arabic Learning and Teaching* 7, no. 1 (2018): 8–16, <https://doi.org/10.15294/la.v7i1.26080>.

12 Aminah, Zukhaira, and Hasyim.

13 Arifka Mahmudi et al., "Classroom Management and Arabic Learning Process Based on Multiple Intelligences in Elementary School," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (2019): 222–37, <https://doi.org/10.15408/a.v6i2.11365>.

14 Thaer Yousef Oudeh, "Teaching Arabic Language to Speakers of Other Languages (Between Tradition and Innovation)," *Elementary Education Online* 18, no. 4 (2019): 2157–71, <https://doi.org/10.17051/ilkonline.2019.641214>.

15 Hassan Abdullah Al-Awadi and Maissa' Abid Hamza Al-Mayahi, "The Effectiveness of a Program Based on the Theory of Multiple Intelligences in Developing Reading Comprehension Skills in Islamic Education among Second Intermediate Class Students," *Journal of Basra Researches for Human Sciences* 45, no. 4 (2020): 503–29.

16 Afraa Ali Al Hosni and Rayya Salim Al-Manthari, "Multiple Intelligences among Ninth-Grade Students in the Sultanate of Oman," *World Journal of Education* 11,

Based on the analysis of previous research, it is important to emphasize the concept of multiple intelligences in learning Arabic. The development of technology which has now entered the joints of education demands that it be discussed immediately. This is a quick response to the widespread development of educational issues and student learning styles. Through this study, it is hoped that there will be a holistic and integral understanding for teachers related to Arabic language learning that adopts the theory of multiple intelligences using technology.

## **B. Method**

This study adopted a qualitative approach. The selection of a qualitative approach is based on the researcher's desire to explore the framework of multiple intelligences in learning Arabic in today's digital era in a holistic and comprehensive manner. The researcher uses the library research method with data taken from trusted sources, including international and national journals, conference proceedings, and books. Research data are collected, selected, categorized, interpreted, to be explained in relation to the topic of discussion. All research data were then processed and analyzed using descriptive content analysis by selecting, comparing and describing using deductive methods to find more detailed results.

## **C. Result and Discussion**

Multiple intelligence is an interesting learning theory in developing students' intelligence potential. Arabic learning will become active when the delivery is carried out by taking into account the characteristics of each student's intelligence<sup>17</sup>. In the theory of learning, multiple intelligences students can master Arabic language skills while increasing their entire

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no. 2 (2021): 15, <https://doi.org/10.5430/wje.v11n2p15>.

17 Saleh Mohammad Abu Jado, "The Level of Multiple Intelligences in Arabic Language Textbooks for Grades from (1-4) in Jordan in Light of Gardner's Theory," *Creative Education* 06, no. 14 (2015): 1558–72, <https://doi.org/10.4236/ce.2015.614156>.

intelligence potential because intelligence can be stimulated, developed to the highest extent through enrichment, good support and teaching<sup>18</sup>. The theory of multiple intelligences can be applied in the development of language skills methods so as to create active, creative and innovative learning<sup>19</sup>.

Multiple Intelligences also called multiple intelligences which reinterprets "intelligence". Intelligence in traditional theory is a trait of the mind that includes a number of abilities to reason, solve problems, think abstractly, use language and can be measured by intelligence question tests that are not influenced by culture and genetics which play a major role<sup>20</sup>.

The traditional theory of intelligence is different from the definition of intelligence offered by Howard Gardner. Gardner in Campbell et al, defines intelligence as follows: a) The ability to solve problems that occur in human life; b) Ability to generate new problems to be solved; c) The ability to create something or offer a service that will lead to appreciation in one's culture. For Gardner there are no "stupid" learners, there are learners who excel in one or more types of intelligence<sup>21</sup>. Unfortunately, there are still parents or teachers who are still unable to explore the skills of these students with their potential.

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18 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>.

19 Andrzej Cichocki and Alexander P. Kuleshov, "Future Trends for Human-AI Collaboration: A Comprehensive Taxonomy of AI/AGI Using Multiple Intelligences and Learning Styles," *Computational Intelligence and Neuroscience* 2021 (2021), <https://doi.org/10.1155/2021/8893795>.

20 Odeh Suleiman Murad, Raed Ahmad Al-kriemeen, and Walled Mohammad Al-shatarat, "Multicultural Education Suggested Educational Program Based on the Multiple Intelligences Theory and Its Influence in the Development of Communication Skills and Retention of Learning Influence in Kindergartens (KG2)," *Multicultural Education* 7, no. July (2021): 278–86, <https://doi.org/10.5281/zenodo.5103835>.

21 Linda Campbell, Bruce Campbell, and Dee Dickinson, *Multiple Intelligence: Metode Terbaru Melesatkan Kecerdasan* (Depok: Inisiasi Press, 2005). Hal 2.

Gardner conducted research on the human brain and interviewed stroke victims, prodigies, and individuals with autism. Based on that research, Gardner identified eight bits of intelligence contained in the human brain, which have the potential to be developed properly. This is so that the eight types of intelligence are fully developed, not just innate, abilities or talents. The criteria used by Gardner are as follows<sup>22</sup> :

a. Location in the Brain

Gardner observes that people who experience certain accidents or illnesses will affect the brain as well. In this case, Gardner argues that although it will affect certain intelligence, it will not affect other intelligence. People with Broca's injury (left front lobe) will have difficulty in speech-language but still, be able to solve math problems dance express feelings.

b. The Evidence for Personality

Gardner exemplifies certain people who stand out in one type of intelligence but are low on another, such as Raymond in Rain Man. Intelligence arises because there is a certain cultural involvement as well. And visual intelligence like painting can happen as an adult, as was the case with Moses' grandmother.

c. Every Intelligence Has Time

Every intelligence has a time of emergence and development. According to Gardner, there are eight bits of intelligence that exist in every person. One example is linguistic intelligence that appears in students and continues into old age and develops in the critical period of the first three years.

d. Evolutionary History

Each type of intelligence has a historical history such as spatial intelligence found in the Lascaux cave drawings and music found in ancient instruments and so on.

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<sup>22</sup> Howard Gardner, *Intelligence Reframed: Multiple Intelligences for the 21st Century* (New York: Basic Books, 1999).



e. Psychomotor Findings Support

The results of several standard psychological tests believe that Gardner's intelligence is correct. Standardized test to assess intelligence in a contextualized way.

f. Psychological Research Support

From the given psychological tasks it appears that intelligence works in isolation from each other. For example, those who are strong in reading are not necessarily strong in mathematics.

g. Each Intelligence Has a Basic Operations

Each intelligence has a certain way of working and can function to stimulate activities that are unique to each intelligence. For example basic work methods: able to imitate physical movements, able to master fine motor routines in constructing buildings.

h. Ease of Fitting into Symbol Systems It is

these criteria are used to identify the seven bits of intelligence separately. Furthermore, in 1999 published Gardner's Intelligence Reframed, added naturalist intelligence. Although this theory was not originally designed to be used in classroom applications, many have adopted and made various adaptations in the development of learning. This theory helps teachers identify students' strengths and weaknesses in the classroom.

Gardner's research is able to articulate and provide direction on how to improve students' abilities in any given subject. Teachers are encouraged to start thinking about lesson plans to meet the needs of various intelligence<sup>23 24</sup>. But it must be remembered that there are seven multiple intelligences

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23 Danielle E. Kaplan, "Creativity in Education: Teaching for Creativity Development," *Psychology* 10, no. 02 (2019): 140–47, <https://doi.org/10.4236/psych.2019.102012>.

24 Stefan A.D. Popenici and Sharon Kerr, "Exploring the Impact of Artificial Intelligence on Teaching and Learning in Higher Education," *Research and Practice in Technology Enhanced Learning* 12, no. 1 (2017), <https://doi.org/10.1186/s41039-017-0062-8>.

contained in every human being that are interdependent with each other and have a close relationship.

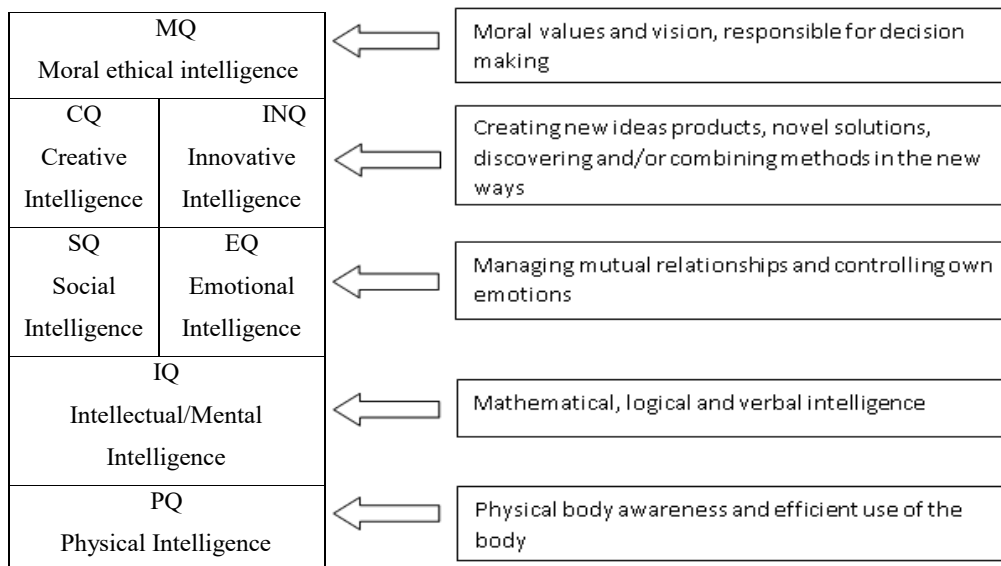


Table 1: The seven multiple intelligences of humans that are interdependent and related to one another

From the above theories, it can be emphasized that the theory of multiple intelligences has a great influence on the learning process. Through this theory in the future, it is able to help every student in developing their potential, motivate students in learning so they don't feel bored, and help parents and teachers in understanding the right way of learning for students. The division of intelligence in the theory of multiple intelligences according to Gardner is divided into eight bits of intelligence as follows<sup>25</sup>:

a. Spatial Intelligence Spatial

Intelligence is the ability to accurately perceive the visual-spatial world (example as a hunter, scout) and to transform that perception of the visual-spatial world (example interior decorator, architect, artist).

<sup>25</sup> Thomas Amstrong, *Sekolahnya Para Juara: Menerapkan Multiple Intelligences Di Dunia Pendidikan* (Bandung: Kaifa, 2002).

Sensitivity to color, line, shape, space, and the relationship between these elements is part of this intelligence.

In addition, this intelligence also includes the ability to imagine, present ideas visually and spatially, and orient oneself appropriately in a spatial matrix. People who have this type of intelligence tend to think with pictures or tend to learn easily through visual presentations such as films, pictures, videos, and demonstrations that use theory and slides.

b. Linguistic Intelligence Linguistic

Intelligence is the ability to use words effectively, both orally (example storytellers, orators) and in writing (example writers, journalists). This intelligence includes the ability to manipulate grammar and language structure, phonology or language sounds, semantics or language meaning, pragmatic dimensions, or practical use of language.

The use of this language includes, among others, rhetoric (using language to influence other people to take certain actions), memorization (using language to remember information), explanation (using language to provide information), and metalanguage (using language to discuss the language itself).

c. Interpersonal

Intelligence This intelligence is the ability to perceive and distinguish the moods, intentions, motivations, and feelings of others. This intelligence includes sensitivity to facial expressions, voice, gestures; the ability to distinguish various kinds of interpersonal signs; and the ability to respond effectively to these cues with certain pragmatic actions (example influencing a group of people to take a certain action).

This intelligence is manifested in the joy of making friends and pleasure in various social activities as well as discomfort in solitude. People who have this type of intelligence like and enjoy working in groups, also often feel happy to act as a mediator or mediator in disputes. This type of intelligence is identical to the intelligence of extroverts (open).

d. Musical

**Intelligence** This intelligence is the ability to handle musical forms, by perceiving (for example, as a music lover), distinguishing (for example, as a music critic), changing (for example as a composer), and expressing (for example, as a singer). This intelligence includes sensitivity to rhythm, pitch or melody patterns, and tone color or tone color of a song. People can have a figural or “top-down” (analytical, technical) understanding of music or both. Musical intelligence is the least understood and, at least in academic circles, the least understood of the other types of intelligence.

e. Naturalist

**Intelligence** This type of intelligence is the ability to recognize and categorize species of flora and fauna in the surrounding environment. This intelligence includes sensitivity to other natural phenomena (eg, cloud formations and mountains) and for those who grew up in an urban environment, this intelligence is the ability to distinguish between non-living objects, such as cars, rubber shoes, and cassette covers.

f. Bodily-Kinetic

**Intelligence** This intelligence is the ability to use the whole body to express ideas and feelings (example a mime actor, athlete, or dancer) and the skill to use hands to create or change things (for example as a musician, doctor and mechanic).

This intelligence includes specific physical abilities such as coordination, balance, skill, strength, flexibility and speed as well as stimulation (proprioceptive) and things related to touch (tactile and haptic). This type of intelligence is easier to understand than other intelligence because we are all generally experienced with bodies and motion at least to some extent and degree.

g. Intrapersonal

**Intelligence** This type of intelligence is the ability to understand oneself and act on that understanding. Ability to understand oneself

accurately (shortcomings and limitations of self); awareness of moods, intentions, motivations, temperaments, and desires; and the ability to self-discipline, understand and respect oneself.

People with high intrapersonal intelligence are generally independent, independent of others, and believe in strong self-conjectures about controversial matters. They have high self-confidence and love to work on their own program and only do it alone. This intelligence is often associated with intuitive abilities and is possessed by introverts.

#### h. Logical-Mathematical

Intelligence This intelligence is the ability to use numbers well (example mathematician, tax accountant) and to reason correctly (e.g., as a scientist, computer programmer). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-and-effect), logical functions and other abstractions. The processes used in this logical-mathematical intelligence include generalization, calculation, and hypothesis testing.

Multiple intelligence provides a great opportunity for learning Arabic to compete with other subjects that have applied multiple intelligence first. With this multiple intelligences, a teacher in learning Arabic is not only fixated on one method and one strategy<sup>26</sup>. In multiple intelligences, the teacher can always change the presentation method from the linguistic method to the spatial method, then to the musical method and so on that combines various intelligence actively.

In multiple intelligences, the teacher can use part of his teaching time by writing on the blackboard and explaining at length. Because after all this traditional method is still a valid and principal method implemented in learning. In learning Arabic, for example, listening skills (*maharah ištima'*) can play audio-lingual and visual media such as films or videos<sup>27</sup>. In

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26 Ahmad A.S. Tabieh et al., "The Effect of Using Digital Storytelling on Developing Active Listening and Creative Thinking Skills," *European Journal of Educational Research* 10, no. 1 (2020): 13–21, <https://doi.org/10.12973/EU-JER.10.1.13>.

27 Souad Larabi Marie-Sainte et al., "Arabic Natural Language Processing

learning language elements such as mufradat, you can also create pictures and demonstration methods. Teachers can also play music at certain times during learning, either to prepare the conditions needed to achieve goals, convey material objectives or build a learning atmosphere<sup>28</sup>.

Teachers with multiple intelligences offer experiences that are stimulated by gestures (hands-on experiences), either inviting students to get up, standing and moving, or holding an artifact throughout the class so that the material being studied feels real, or asking students to create something to see the extent of their understanding. Teachers can also ask students to interact with each other with various methods, for example, in pairs, forming small or large groups and discussions<sup>29</sup>.

This gives students time for self-reflection, doing something according to their own pace of learning, or connecting their personal experiences and feelings with the material being studied. For example, in writing skills, students can write narratives of their personal experiences so that they are able to develop Arabic vocabularies that they master<sup>30</sup>. Likewise, students are given the opportunity to learn in the out door which can change the condition of students with fun learning and eliminate boredom.

learning multiple intelligences also provides a function as a reference in creating a formal Arabic environment. The formal language environment can be carried out with various methods and varied learning strategies<sup>31</sup>.

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and Machine Learning-Based Systems,” *IEEE Access* 7 (2019): 7011–20, <https://doi.org/10.1109/ACCESS.2018.2890076>.

28 Leonid Khomenko et al., “Peculiarities of Forming Students’ Motivation to Music-Teaching Activity in Higher Education Institutions (HEI),” *Brain. Broad Research in Artificial Intelligence and Neuroscience* 12, no. 3 (2021): 319–42, <https://doi.org/10.18662/brain/12.3/234>.

29 Wenting Chen and Shulin Yu, “A Longitudinal Case Study of Changes in Students’ Attitudes, Participation, and Learning in Collaborative Writing,” *System* 82 (2019): 83–96, <https://doi.org/10.1016/j.system.2019.03.005>.

30 Mohd Azmi Zakaria and Azlina Abdul Aziz, “The Impact of Digital Storytelling on ESL Narrative Writing Skill,” *Arab World English Journal*, no. 5 (2019): 319–32, <https://doi.org/10.24093/awej/call5.22>.

31 Safieh Muhamad Hassunah-Arafat, Dorit Aram, and Ofra Korat, “Early Literacy in Arabic: The Role of SES, Home Literacy Environment, Mothers’ Early Literacy Beliefs

This language environment can be implemented when there is a positive attitude towards Arabic and a strong commitment to advancing Arabic teaching.

The language environment plays an important role in the realization of good language activities. Effendy explains the things that teachers can do in creating a formal language environment with the theory of multiple intelligences are as follows: a) Using an interactionist strategy that relies on communicative activities instead of manipulative mechanistic drills, and does not focus on learning the rules only; b) Using a variety of materials by multiplying authentic materials and paying attention to the principles of meaningfulness, usability and attractiveness; c) Expanding linguistic input for students with assignments to read Arabic books, magazines, newspapers, follow Arabic radio and television broadcasts, watch Arabic films, open Arabic internet sites and so on; d) Giving the dominant role to students to communicate. The teacher does not talk much but directs and facilitates; e) To the extent possible use Arabic, although using Indonesian at certain times cannot be taboo; g) Using relevant methods and techniques that vary but do not conflict with the established approach; h) Designing and organizing various supporting activities, such as writing exercises insya', daily exercises, writing speeches, group conversations, interview exercises, exposing mufradat and the like <sup>32</sup>.

#### **D. Conclusion**

Each student has different abilities from one student to another. Multiple intelligences offers several types of intelligence that can be applied in learning Arabic so that every student develops their potential, motivates students to learn, helps parents and teachers understand the right way of

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and Estimation of Their Children's Literacy Skills," *Reading and Writing*, no. 0123456789 (2021), <https://doi.org/10.1007/s11145-021-10158-1>.

<sup>32</sup> Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab* (Malang: Misykat, 2005). hal 225.

learning for their students. The digital era provides great opportunities for teachers in compiling learning based on the concept of multiple intelligences that is adapted to the conditions and demands of students' scientific development. This study finds that the implementation of Arabic language learning that adopts the theory of multiple intelligences has a great opportunity to compete with other subjects that have previously applied the theory of multiple intelligences. Seeing the urgency of the theory of multiple intelligences in learning Arabic, further research is needed to test the accuracy of learning outcomes using the theory of multiple intelligences with conventional learning without the theory of multiple intelligences.

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