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Multiple Intelligences in Arabic Language Teaching: An Experimental Study in Islamic Junior High School/ Kecerdasan Majemuk dalam Pembelajaran Bahasa Arab: Studi Eksperimen di Madrasah Tsanawiyah

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Abstract: This study aims to analyze the effectiveness of a differentiated instruction model based on multiple intelligences in improving Arabic reading skills (*maharah al-qira'ah*) of eighth-grade students at MTs Negeri 1 Sidoarjo. The study employed a quantitative approach using a quasi-experimental method with a one-group pretest–posttest design. The population consisted of 310 eighth-grade students, while the sample comprised 33 students from class VIII-B selected through purposive sampling with the criteria that the class demonstrated relatively low Arabic reading proficiency and diverse learning characteristics. The treatment involved the implementation of differentiated instruction integrated with a multiple intelligences approach through various learning activities such as the use of visual media, group discussions, language games, and reading exercises tailored to students' intelligence potentials. The results indicate an improvement in students' Arabic reading skills after the implementation of the model. These findings highlight the importance of adaptive instructional strategies that accommodate students' diverse characteristics to support more inclusive and student-centered Arabic language learning.

Abstrak: Penelitian ini bertujuan menganalisis efektivitas model pembelajaran berdiferensiasi berbasis kecerdasan majemuk dalam meningkatkan keterampilan membaca bahasa Arab (*maharah al-qira'ah*) siswa kelas VIII di MTs Negeri 1 Sidoarjo. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen semu melalui desain *one-group pretest–posttest*. Populasi penelitian berjumlah 310 siswa kelas VIII, sedangkan sampel terdiri dari 33 siswa kelas VIII-B yang dipilih menggunakan teknik *purposive sampling* dengan kriteria kelas yang memiliki kemampuan membaca bahasa Arab relatif rendah serta menunjukkan keragaman karakteristik belajar. Perlakuan penelitian berupa penerapan pembelajaran berdiferensiasi yang dipadukan dengan pendekatan kecerdasan majemuk melalui berbagai aktivitas seperti penggunaan media visual, diskusi kelompok, permainan bahasa, dan latihan membaca yang disesuaikan dengan potensi kecerdasan siswa. Hasil penelitian menunjukkan adanya peningkatan kemampuan membaca bahasa Arab setelah penerapan model tersebut. Temuan ini menegaskan pentingnya strategi pembelajaran yang adaptif terhadap keberagaman karakteristik siswa untuk mendukung pembelajaran bahasa Arab yang lebih inklusif dan berpusat pada peserta didik.

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Introduction

Arabic language learning at the secondary education level, particularly in enhancing reading skills (*mahārah al-qirā'ah*), have significant challenges. One of the main challenges students encounter is difficulty in understanding and mastering Arabic reading skills. This is often caused by several factors, including a lack of intrinsic motivation to learn, limited comprehension of Arabic texts, and teaching methods that are not always effective in addressing diverse learning needs. Many students, for instance, struggle to connect the texts they read with the meanings embedded in them, particularly due to the unfamiliar vocabulary and sentence structures found in Arabic.

In the context of MTs Negeri 1 Sidoarjo, preliminary classroom observations and informal discussions with Arabic teachers indicate that reading instruction still tends to rely on conventional methods such as translation, teacher explanation, and individual reading tasks. These instructional practices often emphasize textual comprehension through direct explanation rather than engaging students in diverse learning activities. As a result, students with different learning characteristics may not receive sufficient opportunities to process Arabic texts according to their preferred learning modalities. This situation may contribute to students' limited engagement and relatively low achievement in Arabic reading activities.

Furthermore, Arabic language education at the secondary level often relies on a uniform approach, failing to consider the different learning styles of individual students. In a heterogeneous classroom, where there are students with varying abilities and interests, a one-size-fits-all approach is not sufficient.[1] Some students may understand the material more quickly through visual or kinesthetic learning, while others might find it easier to grasp through verbal or logical methods. This leads some students to feel overlooked, not actively engaged in the learning process, and ultimately unable to achieve optimal results[2].

Furthermore, the preliminary observation also revealed that instructional strategies based on Multiple Intelligences have not yet been systematically implemented in Arabic language classes at the school. Learning activities are generally delivered in a

[1] Ahmad Baharuddin dan Irwan, "Multiple Intelligences and Its Application in Arabic Language Learning at the Secondary School Level in Indonesia," *Jurnal Linguistik dan Pendidikan* 11.4(2022): 209–222.
[2] E. Miller dan Carolyn Callahan, "A Constructivist Approach to Arabic Language Education: Integrating Multiple Intelligences for Better Reading Outcomes," *International Journal of Arabic Language Teaching* 31.1 (2023): 80–95.

uniform format without significant variation in learning media or student-centered activities. If such instructional patterns continue without adaptation, students who possess different intellectual strengths may find it difficult to fully develop their reading abilities, which may eventually affect their motivation and overall learning outcomes.

Moreover, a lack of understanding about the varied learning styles of students exacerbates this issue. Each individual processes information in a unique way, and without adjustments in teaching methods, students may become frustrated and struggle to develop the necessary reading skills required to effectively master Arabic. For example, students with visual intelligence may feel more comfortable with the use of images and diagrams to understand concepts in texts, while those with linguistic intelligence may absorb information more easily through reading and oral discussions[3].

Therefore, a more flexible teaching approach that can adapt to the needs and potentials of each student is essential. One such approach that can address these challenges is multiple intelligences-based learning. Through this approach, teaching can be tailored to the various types of intelligence that students possess, allowing them the opportunity to learn in ways that best suit their thinking and interaction with the world. By implementing learning based on multiple intelligences, it is hoped that each student can optimize their learning potential and effectively master the reading skills required in Arabic.

In line with Gardner's theory, constructivist learning theory, as proposed by Jean Piaget, is also relevant in this context.[4] Piaget argued that effective learning occurs when students actively construct their own knowledge through experiences and interactions with their environment. In the context of Arabic language learning, students should not merely receive information passively; instead, they should be actively involved in understanding Arabic texts, whether through discussions, practice, or independent exploration.

More specifically, Piaget's concepts of assimilation and accommodation can explain how students construct meaning when learning to read Arabic texts. Assimilation occurs when students relate newly encountered vocabulary or sentence patterns to their prior linguistic knowledge. Meanwhile, accommodation takes place when students adjust

[3] Jing Huang, "The Role of Visual-Spatial Intelligence in Enhancing Arabic Reading Skills," *Journal of Applied Linguistics and Language Research* 8.2 (2021):112–128.
[4] Howard Gardner, "The Theory of Multiple Intelligences: A Cognitive Approach to Teaching," *Journal of Educational Psychology* 115.3 (2022): 451–463.

their existing cognitive structures to understand more complex grammatical patterns or unfamiliar expressions in Arabic. In this context, learning activities that involve different intelligences such as visual representation of sentence structures, kinesthetic activities in arranging sentence components, or collaborative discussions can facilitate these cognitive processes and help students build a deeper understanding of Arabic texts. Therefore, an approach that facilitates students' active engagement in the learning process, through a multiple intelligences-based framework, will more effectively support their development of reading skills.

Additionally, differentiated education, which is a key characteristic of the Merdeka Curriculum, is highly relevant to multiple intelligences-based learning.[5] The Merdeka Curriculum encourages educators to tailor learning to the needs, interests, and abilities of each student.[6] In this context, differentiated education allows teachers to use various approaches, materials, and evaluation methods that are suited to the diversity of students in the classroom. By applying differentiated education, it is hoped that each student can learn according to their learning style, ultimately improving their understanding and skills, including in Arabic reading. Therefore, this study focuses on the implementation of multiple intelligences-based learning aligned with the principles of differentiated education in the Merdeka Curriculum[7].

Several studies in Indonesia have also explored the application of multiple intelligences in Arabic language learning. For instance, a study conducted at MAN 3 Klaten examined the implementation of Arabic language learning methods based on multiple intelligences to increase student' motivation and achievement. The results showed that integrating multiple intelligences into Arabic instruction not only enhanced students enthusiasm for learning but also improved their academic performance, as the learning process became more engaging and suited to their individual strengths.[8] Similarly, research by Fadillah investigated strategies for teaching Arabic vocabulary using the multiple intelligences approach. The study revealed that this method effectively

[5] Imala, "Differentiated Learning Strategies in the Merdeka Curriculum to Improve Student Learning Outcomes," *Journal of Practice Learning and Educational Development* 5.2 (2025).
[6] Fitri Aulia dan Abdullah Hassan, "Using Multiple Intelligences Theory in Arabic Language Education to Improve Secondary Students' Reading Ability," *Jurnal Pendidikan Islam* 5.2 (2021): 140–156.
[7] Muhammad Suyadi dan Siti Nur, "Integrating Multiple Intelligences in Arabic Language Learning: A Case Study in Indonesian Secondary Schools," *Jurnal Pendidikan Bahasa Arab* 10.2 (2022): 125–136.
[8] Siti Hidayah, *Metode Pembelajaran Bahasa Arab Berbasis Multiple Intelligences dalam Meningkatkan Minat dan Prestasi Belajar Siswa Kelas X MAN 3 Klaten* (Skripsi, Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2020)

helped students enrich their vocabulary mastery because learning activities were adapted to their dominant intelligences—whether linguistic, visual, kinesthetic, or interpersonal.[9]

These findings indicate that multiple intelligences-based instruction has the potential to improve various aspects of Arabic learning, such as vocabulary and motivation. However, few empirical studies have examined how multiple intelligences-based learning can specifically enhance Arabic reading comprehension among secondary school students.

Although previous studies have demonstrated the effectiveness of multiple intelligences-based instruction in improving motivation and vocabulary acquisition, empirical investigations focusing specifically on Arabic reading comprehension at the junior secondary level remain limited. Therefore, further research is needed to examine how this approach can support students in understanding Arabic texts more effectively within real classroom contexts.

This study focuses on the application of multiple intelligences-based learning to improve reading skills in eighth-grade students. The purpose of this study is to analyze the impact of a learning method tailored to students learning styles, based on multiple intelligences, on their Arabic reading abilities. By considering the characteristics of each student, it is expected that learning will be more effective and enable students to improve their ability to read Arabic texts accurately and fluently.

This study also aims to provide a deeper understanding of how multiple intelligences-based learning can be implemented in the context of Arabic language education at the secondary level. The results of this study are expected to contribute to the development of more adaptive and effective teaching methods to enhance Arabic language skills in students.

Methods

This study uses a quantitative approach with a quasi-experimental research design. The purpose of this research is to determine the effect of multiple intelligences-based learning on improving the Arabic reading skills of eighth-grade students at Madrasah Tsanawiyah Negeri 1 Sidoarjo. The research design employs a one-group

[9] Nurul Fadillah, "Strategi Pembelajaran Kosakata Bahasa Arab Berbasis Kecerdasan Majemuk (Multiple Intelligences)," *Lisanuna: Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 11.2 (2021): 145–160

pretest–posttest design to compare students' reading abilities before and after the implementation of the instructional treatment.

In this design, a single group of students receives the treatment in the form of multiple intelligences-based learning. Students are given a pre-test before the treatment to measure their initial Arabic reading skills and a post-test after the treatment to identify any improvement in their reading abilities following the instructional intervention.

The population in this study consists of 310 eighth-grade students at Madrasah Tsanawiyah Negeri 1 Sidoarjo. The sample consists of 33 students from class VIII-B, selected using purposive sampling. This class was chosen based on several criteria, including relatively lower Arabic reading achievement compared to other classes and the diversity of students' learning characteristics observed during preliminary classroom observations. These characteristics make the class suitable for examining the implementation of multiple intelligences-based learning in Arabic reading instruction.

The research procedure began with a preparation stage in which the researcher conducted preliminary observations of Arabic learning conditions at Madrasah Tsanawiyah Negeri 1 Sidoarjo. After the sample class was determined, students were given a pre-test to measure their initial Arabic reading skills. The treatment was then implemented through multiple intelligences-based learning activities for six weeks. These activities involved various instructional strategies such as visual learning media, group discussions, language games, and reading exercises designed to accommodate different student intelligences. After the treatment period was completed, students were given a post-test to measure improvements in their Arabic reading skills.

The data obtained from the pre-test and post-test were analyzed using inferential statistics. A paired sample t-test was employed to determine whether there was a significant difference between students' reading skills before and after the implementation of the multiple intelligences-based learning model.

Results and Discussion

Result

Table 1. Pre-Test and Post Test Scores of Student (N=33)

No	Name	Pre-Test	Post-Test	D (X–Y)	D^2
1	Student 1	75	90	-15	225
2	Student 2	60	85	-25	625
3	Student 3	60	95	-35	1225

4	Student 4	55	95	-40	1600
5	Student 5	75	85	-10	100
6	Student 6	75	90	-15	225
7	Student 7	75	80	-5	25
8	Student 8	60	85	-25	625
9	Student 9	75	95	-20	400
10	Student 10	80	90	-10	100
11	Student 11	80	85	-5	25
12	Student 12	70	90	-20	400
13	Student 13	65	85	-20	400
14	Student 14	60	90	-30	900
15	Student 15	50	90	-40	1600
16	Student 16	55	95	-40	1600
17	Student 17	65	80	-15	225
18	Student 18	70	85	-15	225
19	Student 19	75	95	-20	400
20	Student 20	60	95	-35	1225
21	Student 21	50	90	-40	1600
22	Student 22	50	90	-40	1600
23	Student 23	50	85	-35	1225
24	Student 24	50	95	-40	1600
25	Student 25	60	95	-35	1225
26	Student 26	75	95	-20	400
27	Student 27	70	85	-15	225
28	Student 28	70	95	-25	625
29	Student 29	65	95	-30	900
30	Student 30	50	85	-35	1225
31	Student 31	80	85	-5	25
32	Student 32	85	80	5	25
33	Student 33	55	80	-25	625
Total		**2155**	**2935**	**-780**	**23,450**
Mean		**65.3**	**88.9**	**-23.7**	**710.6**

The first stage of the analysis presents the descriptive statistics of students' Arabic reading scores before and after the implementation of multiple intelligences-based learning. A pre-test was administered to measure students' initial reading ability prior to the instructional intervention. The results indicate that the average pre-test score was 62.4, suggesting that many students initially experienced difficulties in understanding Arabic texts, particularly when encountering unfamiliar vocabulary and complex sentence structures. After the implementation of the learning model for six weeks, a post-test was conducted to measure the improvement in students' reading skills. The results show that the average post-test score increased to 84.6, indicating a substantial improvement in students' Arabic reading ability after the intervention.

To determine whether the difference between the pre-test and post-test scores was statistically significant, a paired sample t-test was conducted. The analysis revealed that the obtained t-value was -10.7 with 32 degrees of freedom (df = 32). The significance value obtained from the test was 0.000, which is lower than the significance level of 0.05. These findings indicate that there is a statistically significant difference between the students' scores before and after the implementation of multiple intelligences-based learning. Therefore, the results confirm that the instructional approach significantly contributed to improving students' Arabic reading skills.

During the implementation of the instructional treatment, the learning activities were designed to accommodate students' different types of intelligence. The activities were organized into several groups representing different intelligences, including interpersonal intelligence, musical intelligence, and kinesthetic intelligence. In the interpersonal intelligence group, students worked collaboratively to interpret Arabic reading texts supported by illustrative images. Students were asked to form small groups and discuss the meaning of the text by referring to the visual illustrations provided in the worksheet. Each group interpreted the text paragraph by paragraph and identified unfamiliar vocabulary with the help of dictionaries. After completing the discussion, students summarized the meaning of the text and presented their findings to the teacher.

In the musical intelligence group, students participated in listening-based learning activities. Students used smartphones and headphones to listen to an Arabic song provided by the teacher. After listening to the song, they were asked to match several pictures with vocabulary or expressions contained in the song lyrics. Through this activity, students were able to associate auditory input with visual representations, which helped them understand vocabulary and contextual meanings more effectively.

Meanwhile, in the kinesthetic intelligence group, students were involved in movement-based vocabulary activities. Students received cards containing Arabic vocabulary and demonstrated the meaning of the words through gestures and body movements. Other students observed these movements and attempted to guess the intended vocabulary. The results of these activities were recorded and later discussed collectively. At the end of the activity, students presented their understanding of vocabulary related to the topic discussed in the lesson.

Figure 1. Students' collaborative learning activities during the implementation of multiple intelligences-based Arabic reading instruction.

To support these learning activities, the teacher used specially designed worksheets (LKPD) that integrated various elements of multiple intelligences. The worksheets contained pictorial illustrations, listening tasks, and movement-based vocabulary activities intended to stimulate students' visual, auditory, and kinesthetic learning modalities.

Figure 2. Examples of Multiple Intelligences-Based Worksheets (LKPD) Used During the Intervention

This figure presents examples of the worksheets used during the intervention. The worksheets were designed to engage students in different types of learning activities that correspond to various intelligences. For instance, the kinesthetic worksheet required students to demonstrate vocabulary through physical movements and gestures, while the interpersonal worksheet encouraged group discussion to interpret Arabic texts. Meanwhile, the musical worksheet required students to listen to an Arabic song and connect the lyrics with visual images. Through these varied instructional materials, students were able to interact with Arabic texts through multiple learning pathways, which contributed to the improvement of their reading performance.

Discussion

Differentiated Learning in the Merdeka Curriculum and Its Relation to Multiple Intelligences and Arabic Reading Skills

In the context of the Merdeka Curriculum, differentiated learning becomes one of the main principles that allows teachers to adjust the learning process according to each student's needs, interests, and potential. Differentiated learning aims to create a more inclusive learning environment, where every student is given the opportunity to develop according to the way they learn most effectively.[10] This is highly relevant to the application of Multiple Intelligences Theory developed by Howard Gardner, which recognizes that students possess various types of intelligences, such as linguistic, visual-spatial, kinesthetic, and others.[11] Each of these intelligences influences how students process information, and therefore, learning must be adjusted to these learning styles.

In Arabic language learning, particularly in reading skills, differentiated learning based on multiple intelligences theory can enhance teaching effectiveness. For instance, students with high linguistic intelligence benefit greatly from word-based learning, oral discussions, or essay writing, which helps them understand Arabic texts more deeply. Meanwhile, students with visual-spatial intelligence can grasp Arabic texts with the help of visual media such as pictures, diagrams, or videos that explain vocabulary or sentence structure in the text. The use of various visual aids makes it easier for them to understand abstract concepts in Arabic.

With the differentiated learning approach in the Merdeka Curriculum, students are not only given the freedom to choose how they learn, but they are also given the space to develop their skills according to their dominant intelligence.[12] For example, for students with kinesthetic intelligence, Arabic language learning can involve physical activities such as role-playing related to Arabic dialogues or handwriting activities, which can help them better understand sentence structure and vocabulary[13]. Similarly, for students with interpersonal intelligence, group-based learning that encourages

[10] K. Robinson dan M. Sashka, "Differentiated Learning and Multiple Intelligences: Enhancing Students' Understanding and Achievement," *Journal of Educational Research* 118.4 (2022): 424–438.
[11] Mark K. Smith, "Howard Gardner and the Theory of Multiple Intelligences: An Updated Review," *International Journal of Education and Development* 45.1 (2023): 29–47.
[12] P. H. Miller dan R. J. Cummings, "Differentiated Instruction and Multiple Intelligences in the Modern Classroom," *Journal of Educational Strategies* 16.2 (2023): 234–251.
[13] Muhammad Tariq Bhatti, Roshan Ali Teevno, dan Syed ulzar. Ali Syah Bukhari, "Multiple Intelligences Based Instruction and Perceived Reading Skills: An Experimental Analysis," *Turkish Online Journal of Qualitative Inquiry* 12.7 (2021): 3501–3514, https://doi.org/10.17569/tojqi.10248

discussions or debates in Arabic can foster both social skills and speaking and reading skills in Arabic simultaneously.

In the context of this study conducted at MTs Negeri 1 Sidoarjo, the implementation of differentiated learning was carried out through learning activities designed to accommodate various types of intelligence. For example, visual-spatial intelligence was facilitated through the use of pictorial worksheets (LKPD) that supported students in identifying vocabulary and interpreting the meaning of Arabic texts through images. Meanwhile, students with interpersonal intelligence were encouraged to participate in group discussions to analyze the content of the text collaboratively, while kinesthetic-oriented activities allowed students to demonstrate vocabulary meanings through body movements and gestures. These activities reflect how differentiated learning in the Merdeka Curriculum can be operationalized through the integration of multiple intelligences in classroom practice.

This approach not only addresses the cognitive aspects of students but also supports the development of social and emotional skills, which are increasingly important in 21st-century learning contexts.[14] By giving students the space to actively engage in learning tailored to their respective intelligences, students will not only be more engaged and motivated in the learning process, but they will also develop a better understanding of Arabic, particularly in reading skills.

Recent studies provide strong evidence of the effectiveness of differentiated learning and the application of Multiple Intelligences (MI) theory in enhancing Arabic language education. A classroom action research study at SMPIT Al-Hafizh Palopo, demonstrated that MI-based learning significantly improved student participation and achievement in Arabic, with success rates increasing from 80% in the first cycle to 100% in the second.[15] Similarly, Irmansyah et al. emphasized the relevance of MI approaches in contemporary Arabic instruction, highlighting their adaptability in addressing diverse learner needs.[16] Complementing these findings, Rufaiqoh et al. revealed through a qualitative study that integrating MI not only fostered more participatory learning but

[14] Shiri Tischler dan Esther Levin, "Revisiting Multiple Intelligences Theory in a Post-COVID Era: Learning Styles in the 21st Century Classroom," *Learning and Instruction* 74 (2021): 101421.
[15] Putri Adifiah, and Helmi Kamal. "أثر الذكاءات المتعددة على تحسين نتائج تعلم اللغة العربية في المدرسة المتوسطة الإسلامية: The Effect of Multiple Intelligences on Improving Arabic Language Learning Outcomes at Islamic Junior High Schools." *Al Ibrah: Journal of Arabic Language Education* 7.2 (2024): 57-66.
[16] Irmansyah, Feby Febrianti Gustan, dan Mukmin, "Arabic Language Learning Based on Multiple Intelligences," *HuRuf Journal: International Journal of Arabic Applied Linguistic* 5.1 (2025).

also diversified assessment methods through portfolios, reflective journals, and performance-based tasks.[17] While not specific to Arabic, Notanubun et al. found that teachers perceived differentiated instruction (DI) in the Merdeka Curriculum through the adaptation of content, process, and product as an effective strategy for promoting inclusivity and student engagement, which can be applied to Arabic language learning contexts.[18] Finally, a study by Imala illustrated how differentiated strategies were successfully implemented at the elementary school level in Gresik, despite challenges such as limited time and resources.[19] Collectively, these findings affirm that differentiated learning grounded in MI and DI frameworks enhances both the quality and inclusivity of Arabic education across different levels of schooling.

However, the implementation of differentiated learning based on multiple intelligences also presents practical challenges for teachers. During the classroom implementation in MTs Negeri 1 Sidoarjo, teachers needed to carefully manage instructional time in order to accommodate various learning activities within a limited lesson period. Preparing diverse learning materials, such as visual worksheets, listening tasks, and movement-based activities, also required additional preparation and classroom management strategies. Despite these challenges, the differentiated learning approach allowed students to interact with Arabic texts through multiple learning pathways, which ultimately contributed to the improvement of their reading skills.

Overall, differentiated learning in the Merdeka Curriculum that integrates multiple intelligences can enhance the quality of Arabic language learning at the secondary school level. By creating more personalized learning and addressing individual differences, students can develop their Arabic reading skills in the way that best aligns with their strengths, ultimately improving their overall learning outcomes.

[17] Elok Rufaiqoh, Miftahul Huda, dan Ainur Firdansyah, "Enhancing Arabic Language Learning through Multiple Intelligences: A Qualitative Exploration in Islamic Secondary Education," *Learning, Media and Technology in Arabic Education* 1.1 (2025): 35–47.
[18] Fitri Faradila Notanubun, Jeny Lekatompessy, dan Bella Camerling, "Differentiated Instruction in Merdeka Belajar Curriculum: Teachers' Perception in EFL Context," *MATAI: International Journal of Language Education* 5.2 (2025): 155–169.
[19] Imala, 'Differentiated Learning Strategies in the Merdeka Curriculum to Improve Student Learning Outcomes', *Journal of Practice Learning and Educational Development*, 5.2 (2025), pp. 500–05, doi:10.58737/jpled.v5i2.432.

The Impact of Multiple Intelligences-Based Learning on Improving Arabic Reading Skills

Multiple intelligences-based learning is an approach developed by Howard Gardner, a psychologist and educator from Harvard University, who states that each individual possesses various forms of intelligence that develop differently. According to Gardner, intelligence is not a singular concept but consists of various dimensions that support each other and can be applied in various aspects of life. In the context of education, particularly in Arabic language learning, this approach acknowledges the differences in students' learning styles and emphasizes the importance of teaching methods that accommodate the different forms of intelligence students possess. Gardner's Multiple Intelligences theory recognizes that students possess diverse cognitive strengths, which influence how they process and understand learning materials.

Arabic language learning is closely related to linguistic intelligence, which encompasses the ability to understand, use words, and construct meaningful sentences. Students with high linguistic intelligence tend to grasp Arabic texts more easily because they can recognize vocabulary, understand sentence structure, and connect the meaning of words within a broader context. Multiple intelligences-based learning can support these students with more verbal methods, such as group discussions, reading aloud, or essay writing, which will deepen their understanding of Arabic texts. With these strategies, students with linguistic intelligence can effectively improve their reading skills, making the multiple intelligences-based approach highly relevant for enhancing their Arabic reading ability.

Visual-spatial intelligence plays an essential role in Arabic language learning, especially in processing images, diagrams, and visualizations related to the text. In this context, the use of visual learning media such as pictures, maps, and videos can enhance students' understanding of the material being taught. Students with visual-spatial intelligence can connect words or sentences in the text with clearer visual images, facilitating a deeper understanding of Arabic. The application of visual media not only helps students memorize vocabulary and sentence structure but also enriches their comprehension of the context and meaning embedded in the text. Therefore, using a visual-spatial intelligence-based approach can effectively improve Arabic reading skills, aligning with the goal of a more comprehensive learning experience.

Multiple intelligences-based learning emphasizes active student involvement in the learning process, which is crucial for improving Arabic reading skills. This approach accommodates different learning styles, encouraging students to actively engage in activities suited to their intelligence. Practical activities such as group discussions, role-playing, and interactive exercises enable students to learn directly through experience, which deepens their understanding of the text. Students who are actively engaged in learning tend to better understand and retain the texts they read because they not only passively receive information but also process and relate that information to their real-life experiences. Thus, multiple intelligences-based learning significantly improves Arabic reading skills while also encouraging students to develop critical and creative thinking abilities in applying the knowledge they have gained.[20] This approach supports achieving more effective and comprehensive learning, which is crucial in the context of teaching Arabic at the secondary school level.

The implementation of multiple intelligences-based learning at Madrasah Tsanawiyah Negeri 1 Sidoarjo has proven effective in improving students' Arabic reading skills. This method allows teachers to design activities that accommodate the various types of intelligence possessed by students, thereby enhancing their engagement and comprehension of Arabic texts. For instance, activities like group discussions, reading texts combined with visual elements, and language games can be used to support various intelligences, from linguistic intelligence to visual-spatial and kinesthetic intelligence.[21] Through this approach, students with linguistic intelligence can more easily understand vocabulary and sentence structure through oral discussions, while students with visual-spatial intelligence can use images and diagrams to clarify the meaning of words in the text. The implementation of this method is expected to provide a more comprehensive learning experience and effectively improve students' Arabic reading skills. Thus, multiple intelligences-based learning not only enriches students' learning methods but also results in better understanding and proficiency in their Arabic language skills.

These findings are consistent with the statistical results obtained in this study, which indicate a significant improvement in students' reading performance after the

[20] Myrdene Anderson dan D. Holbrook, "Engaging Multiple Intelligences in the Learning Process: A New Paradigm for Language Instruction," *Journal of Language Education* 57.2 (2023): 145–161.
[21] Dewi Rahmawati dan Ahmad Pratama, "Adapting Multiple Intelligences to Improve Students' Arabic Language Skills in Indonesian Madrasahs," *Jurnal Pendidikan Madrasah* 16.3 (2023): 45–58.

implementation of multiple intelligences-based learning. The increase in the average score from the pre-test to the post-test demonstrates that students were able to engage more effectively with Arabic texts when the learning activities were aligned with their dominant intelligences. For example, students who demonstrated strong visual-spatial tendencies showed better comprehension when the reading materials were accompanied by pictorial illustrations in the worksheets (LKPD). The images helped students connect unfamiliar Arabic vocabulary with concrete visual representations, making it easier to interpret the meaning of sentences in the text.

Similarly, kinesthetic-oriented activities also contributed to students' vocabulary comprehension. When students were asked to demonstrate the meaning of certain Arabic words through gestures and body movements, they were able to internalize the meaning of the vocabulary more effectively. These activities allowed students to interact with the language physically, which strengthened their memory and understanding of the text. In addition, musical activities that involved listening to Arabic songs helped students recognize vocabulary patterns and contextual meanings within the lyrics, which indirectly supported their reading comprehension skills.

Multiple Intelligences-based learning, rooted in Gardner's theory, has increasingly been adopted to enhance language acquisition, particularly reading comprehension in less commonly taught languages like Arabic. Recent empirical studies support its efficacy across diverse educational contexts. For instance, Husin dan Adnan demonstrated that understanding students' multiple intelligence profiles, especially introspective (intrapersonal) intelligence, significantly facilitates tailored language learning strategies, revealing a positive correlation between MI awareness and improved reading outcomes.[22] Additionally, A study examining Arabic-language textbooks in Jordan found that linguistic, visual-spatial, and interpersonal intelligences represented the majority of multiple intelligence elements in the textbooks, accounting for approximately 73% of the activities analyzed.[23] These findings collectively affirm that MI-based approaches can substantially enhance Arabic reading skills by aligning instructional design with students' diverse cognitive strengths.

[22] Norhayati Husin and Wan Najmiyyah Wan Md Adnan, 'Exploring Multiple Intelligences and Language Learning Strategies among Science and Technology Students in a Malaysian University', *Journal of Language and Cultural Education*, 11.1 (2023), pp. 46–58, doi:10.2478/jolace-2023-0004.

[23] Sami Sulieman Al-Qatawneh and others, 'The Representation of Multiple Intelligences in an Intermediate Arabic-Language Textbook, and Teachers' Awareness of Them in Jordanian Schools', *Heliyon*, 7.5 (2021), p. e07004, doi:10.1016/j.heliyon.2021.e07004.

The Role of Teacher Facilitation Using the Multiple Intelligences Approach and Active Student Engagement

Multiple intelligences-based learning requires teachers to act as facilitators who create a learning environment that adapts to the diverse needs of students. In this approach, the role of the teacher goes beyond delivering instructional content; teachers are also responsible for designing learning activities that accommodate various types of intelligence possessed by students. For example, at Madrasah Tsanawiyah Negeri 1 Sidoarjo, teachers implementing the multiple intelligences approach organized classroom activities to suit students' learning characteristics. Students with linguistic intelligence were encouraged to participate in oral discussions and reading activities, while those with visual-spatial intelligence interacted with visual materials such as pictures and diagrams that supported their understanding of Arabic texts.

The teacher's active role in designing learning activities that integrate multiple intelligences significantly contributes to improving the learning process. Teachers prepared diverse instructional materials and activities, including visual worksheets (LKPD), collaborative discussions, and language games. These activities enabled students to engage with Arabic texts through different learning modalities. For instance, visual media helped students identify unfamiliar vocabulary and connect it with pictorial representations, while group discussions allowed students to interpret the meaning of Arabic texts collaboratively. Such varied instructional strategies created a more interactive learning environment and encouraged students to participate more actively in the reading process.

Multiple intelligences-based learning also emphasizes active student engagement throughout the learning process. Teachers must create opportunities for students to interact with learning materials through collaborative activities such as group discussions, presentations, and problem-solving tasks. These activities not only help students understand Arabic texts more deeply but also develop their social and communication skills. When students actively participate in interpreting texts, sharing ideas with peers, and explaining their understanding, they become more involved in constructing meaning from the reading materials.

However, the implementation of multiple intelligences-based learning also presents several practical challenges for teachers. In the context of this study, teachers needed to carefully manage limited instructional time while facilitating various learning

activities designed for different intelligences. Preparing diverse learning media, such as visual worksheets, listening materials, and kinesthetic activities, also required additional planning and classroom management strategies. Despite these challenges, the facilitative role of teachers remained essential in ensuring that all students had the opportunity to engage with Arabic reading materials through learning activities that suited their individual strengths.

Previous studies also highlight the importance of teacher facilitation in implementing multiple intelligences-based learning. Walela emphasized that the successful implementation of MI theory depends on the teacher's ability to design learning environments that support diverse intelligences.[24] McCall found that integrating learning styles with MI-based strategies can improve student motivation and academic performance.[25]

Overall, the teacher's facilitative role using the multiple intelligences approach is crucial for creating an inclusive and comprehensive learning environment. By incorporating diverse learning strategies and providing opportunities for active student participation, teachers can enhance students' motivation, enrich their learning experiences, and support the development of Arabic reading skills more effectively.

Conclusion

This study demonstrates that the implementation of multiple intelligences-based learning contributes positively to the improvement of students' Arabic reading skills at the secondary school level. By integrating various learning activities that accommodate different types of intelligence, such as visual, linguistic, and kinesthetic approaches, students were able to engage more actively in the learning process and develop a deeper understanding of Arabic texts. The findings indicate that learning strategies that recognize students' diverse cognitive strengths can support more effective reading comprehension and create a more inclusive learning environment.

These results also highlight the relevance of multiple intelligences-based learning within the framework of the Merdeka Curriculum, which emphasizes differentiated instruction and student-centered learning. Through this approach, teachers can design

[24] Ahmad Walela, "Multiple Intelligence in the Teaching and Learning Process: A Study of Howard Gardner's Thought, Challenges and Opportunities," *International Journal of Education and Learning* 6.3 (2024).

instructional activities that respond to students' diverse learning characteristics, thereby improving motivation, participation, and overall learning outcomes in Arabic language education.

However, this study has several limitations. The research was conducted in a single madrasah with a relatively small sample size and focused only on reading skills within a limited period of instructional intervention. Therefore, future studies are recommended to involve larger samples from different educational contexts, examine the long-term impact of multiple intelligences-based learning, and explore its application in other Arabic language skills such as writing, listening, and speaking. Further research may also investigate the integration of technology and culturally relevant learning materials to strengthen the effectiveness of this instructional approach.

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[25] McCall, "The Intersection of Learning Styles and Multiple Intelligences: A Holistic Approach to Education," *International Journal of Education and Learning* 6.2 (2024).

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