

Arabic Language Learning based on Multiple Intelligences

تعليم اللغة العربية على أساس الذكاءات المتعددة

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Abstract

This study aims to: 1) To explain the learning of mahārah al-qirā'ah at MI Nurul Qomar Palembang. 2) To explain the learning of mahārah al-qirā'ah based on multiple intelligences using the book of mutholaah alhaditsah volume I at MI Nurul Qomar Palembang. 3) To explain the effectiveness of learning mahārah al-qirā'ah based on multiple intelligences using kitab mutholaah alhaditsah volume I at MI Nurul Qomar Palembang. This research uses a combination research method between qualitative and quantitative approaches or better known as Mixed Method. Data collection techniques in this study were carried out through several stages such as observation, interviews, documentation and tests. The data collected in this study will be processed and analyzed by combining two methods, namely qualitative analysis to explore deep insights and quantitative analysis to measure the results objectively. This study shows that the previously applied maharah qiraah learning was relatively ineffective in improving students' understanding, thus requiring a breakthrough in the use of methods and media to make learning more effective and capable of enhancing students' comprehension. The Asymp. Sig (2-Tailed) value obtained in this study is $0.000 < 0.05$. Therefore, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, meaning there is an improvement in students' maharah qiraah skills after implementing multiple intelligences-based maharah qiraah learning using the Mutholaah Alhaditsah Volume 1 book at MI Nurul Qomar Palembang.

Keywords: Learning, Arabic Language, Multiple Intelligences

مخلص البحث

يهدف هذا البحث إلى: (١) لمعرفة تعليم مهارة القراءة في المدرسة نور القمر الابتدائية بالمبانج. (٢) لمعرفة تعليم مهارة القراءة على أساس الذكاءات المتعددة باستخدام كتاب المطالعة الحديثة ١ في المدرسة نور القمر الابتدائية بالمبانج. (٣) لمعرفة فعالية تعليم مهارة القراءة على أساس الذكاءات المتعددة باستخدام كتاب المطالعة الحديثة ١ في المدرسة نور القمر الابتدائية بالمبانج. يستخدم هذا البحث أسلوب بحث يجمع بين المنهجين الكيفي والكمي أو ما يعرف بالمنهج المختلط. تم تنفيذ تقنيات جمع البيانات في هذا البحث من خلال عدة مراحل مثل الملاحظة والمقابلات والتوثيق والاختبارات. ستتم

معالجة البيانات التي تم جمعها في هذا البحث وتحليلها من خلال الجمع بين طريقتين، وهما التحليل الكيفي لاستكشاف الرؤى العميقة والتحليل الكمي لقياس النتائج بموضوعية. يشير هذا البحث إلى أن طريقة تعليم مهارة القراءة التي تم تطبيقها سابقًا تميل إلى أن تكون أقل فعالية في تحسين فهم الطلاب، مما يتطلب ابتكارًا جديدًا في استخدام الأساليب والوسائط التعليمية حتى تصبح أكثر فعالية وقادرة على تحسين فهم الطلاب. النتيجة التي تم الحصول عليها في هذا البحث هي $0.05 > 0.000$. وبالتالي، يمكن استنتاج أن الهاء مقبولة والهاء مرفوضة، مما يعني أن هناك زيادة في قدرة الطلاب على القراءة بعد تطبيق تعليم مهارة القراءة على أساس الذكاءات المتعددة باستخدام كتاب المطالعة الحديثة ١ في المدرسة نور القمر الابتدائية بالمبانج.

الكلمات المفتاحية: تعليم، اللغة العربية، الذكاءات المتعددة

A. INTRODUCTION

Foreign language proficiency is one of the essential skills that every individual must possess in today's era of globalization, especially for academics involved in the field of education. Language serves as the primary tool that facilitates our interactions with others. The more languages we master, the easier it becomes for us to socialize with people on a broader scale. Learning foreign languages also greatly assists us in acquiring new knowledge, thereby broadening our horizons and understanding. In addition to one's native language, every individual is encouraged to master at least one or two foreign languages.¹

Arabic is one of the many foreign languages that should be learned and mastered in the current era. Arabic is officially recognized worldwide, with approximately 25 countries acknowledging it as an official language, most of which are predominantly located in the Middle East. However, there are also many other countries with a significant interest in Arabic, particularly those with a majority Muslim population, such as Indonesia. Nevertheless, foreign speakers often encounter difficulties in learning Arabic due to its highly complex structure. Therefore, it is crucial for every Arabic language learner to find appropriate learning methods and media to support their studies.²

The process of learning and mastering forms of communication, both oral and written, in Arabic is known as Arabic language learning.³ There are many factors that need to be considered before studying Arabic, such as strategies, methods, media, and

¹ Jamanuddin Jamanuddin and Aisyah Aisyah, 'Ta'lim Al-Lughah Al-'Arabiyyah Bi Barnâmaj Arabindo Fî Al-Madrasah Al-'Âliyyah Ad-Dîniyyah Al- 'Ilmiyyah Izzuddin Palembang', *Taqdir*, 5.1 (2019), pp. 27–48.

² Nurul Hidayah, 'Peluang Dan Tantangan Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Pskolinguistik Pada Pembelajaran Bahasa Arab)', *Taqdir*, 5.2 (2020), pp. 65–76, doi:10.19109/taqdir.v5i2.4922.

³ Qoim Nurani and Hirdian Firdawati, 'Al-Mahârât Al-Asasiyyah Fî Ta'lim Al-Lughah Al-'Arabiyyah Laday Mu'Allim Al-Lughah Al-'Arabiyyah Fî Al-Madrasah Al-'Âliyyah Al-Hukumiyyah 6 Palembang', *Taqdir*, 5.1 (2019), pp. 111–22.

others.⁴ These factors must be carefully prepared to support the learning process so that the desired learning objectives can be achieved.⁵ In Arabic language learning, there are four main competencies that must be mastered: reading skills (*maharah qiraah*), writing skills (*maharah kitabah*), speaking skills (*maharah kalam*), and listening skills (*maharah istima'*). A person is only considered proficient in Arabic if they have perfectly mastered all four of these skills.⁶

One of the important initial skills to master among these four is reading ability (*maharah qiraah*). It is undeniable that reading is a very important activity that must be practiced regularly because reading can broaden perspectives and increase knowledge. By mastering reading skills (*qiraah*), a person will find it easier to understand materials related to Arabic anytime and anywhere, such as reading magazines, novels, books, and other Arabic materials, whether through books or social networks. Therefore, it is very important to apply appropriate teaching methods and media to support the learning of *maharah qiraah* so that it can be carried out effectively.⁷

The multiple intelligences-based learning method is one of the appropriate choices for teaching *maharah qiraah* (reading skills). This method is an implementation of Howard Gardner's multiple intelligences theory, which explains that each individual possesses different types of intelligence. There are eight innate intelligences in every person that can be used to understand learning. In *maharah qiraah* learning, this method is expected to contribute to improving students' comprehension because its implementation system can adapt the learning process according to the innate intelligence of each student.⁸

Moreover, adequate teaching materials such as books, modules, videos, and other items are also essential as supporting facilities in the learning process. Instructional books are examples of teaching materials that provide the necessary content for learning. The Mutholaah al-Haditsah book is an excellent example of teaching material for *maharah qiraah* learning.⁹ Authored by K.H. Mahmud Yunus, this book consists of six levels and contains collections of Arabic vocabulary and short texts on various easily understood themes, complemented by colored illustrations that attract students' interest in learning.¹⁰

⁴ Irmansyah Irmansyah and Lusya Pratiwi, 'Model Pembelajaran Seven Power Key Dalam Pembelajaran Bahasa Arab Di Smp It Fathonah Palembang', *Al-Mashadir*, 1.1 (2021), pp. 30–46, doi:10.30984/almashadir.v1i1.85.

⁵ Rendi Sabana, 'Idārah Al-Murāqabah Fī Ta'lim Al-Lughah Al-'Arabiyyah Bi Al-Madrasah Al-Ibtidā'iyah Al-Islāmiyyah Al-Azhar Cairo Palembang', *Taqdir*, 5.2 (2019), pp. 95–109.

⁶ Nazarmanto and Istiqomah, 'Ta'lim Al-Lughah Al-'Arabiyyah Fī Dhoui Tiknulujiya at-Ta'lim Al-Iliktruni Fī Al-Fashli as-Sābi' Bi Al-Madrasah Ats-Tsānawiyah Al-Dīniyyah Al-'Ilmiyyah Al-Islāmiyyah Al-Azhar Cairo Palembang', *Taqdir*, 5.1 (2019), pp. 1–16.

⁷ Mukmin Mukmin and Nurul Hidayah, 'Ta'lim Mahārah Al-Qirā'ah Likuḥi Marāḥil Ta'lim', *Taqdir*, 3.2 (2017), pp. 97–112 <<http://jurnal.radenfatah.ac.id/index.php/Taqdir/article/view/1768>>.

⁸ Irmansyah Irmansyah, Muhammad Alfath Qaaf, and Yulsina Yulsina, 'Pengembangan Media Pembelajaran Bahasa Arab Menggunakan Aplikasi Canva Berbasis Savi (Somatis, Auditori, Visual Dan Intelektual)', *Jurnal Al-Mashadir: Journal of Arabic Education and Literature*, 3.01 (2023), pp. 69–86, doi:10.30984/almashadir.v3i01.610.

⁹ Kristina Imron, Muhammad Yahya Abdullah, and others, 'A New Direction of Arabic Language Teaching: Integration Muthala'ah Text Book and Religious Moderation Concept', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12.1 (2024), pp. 69–88, doi:10.23971/altarib.v12i1.7779.

¹⁰ Irmansyah Irmansyah and Sari Lestarina, 'Ta'lim Al-Qirā'ah Bi Wasīlah Al-Kitāb Al-Musghir a'la Asās an-Nas Al-Ijra'i', *Proceedings of International Seminar on Social, Humanities, and Malay Islamic Civilization*, 10.1 (2024), pp. 834–51.

Based on observations and interviews conducted by the researcher with teachers and students at Madrasah Ibtidaiyyah Nurul Qomar Palembang, it was found that Arabic language learning, especially *maharah qiraah* (reading skills), at this school has not been very successful in attracting students' attention. The school still uses the lecture method, which involves students less actively in the learning process. The teaching media used are limited to student worksheets containing various exercises, accompanied only by black-and-white illustrations, which are less appealing to students. This has ultimately led to a negative perception among students toward Arabic language learning. They tend to think that Arabic is a difficult and unenjoyable subject. Therefore, it is important for teachers to select appropriate teaching methods and media for students to create effective and enjoyable learning that can improve students' understanding.¹¹

This study aligns with previous research addressing the issue of students' lack of understanding of Arabic rules and grammar, especially in *maharah qiraah* learning (Anwar, 2021). The difficulties faced by students in understanding Arabic learning generally arise from the use of inappropriate teaching strategies and methods, which result in less effective learning (Susanti, 2020). The lack of effective teaching methods is a major problem frequently encountered in Arabic language learning (Zuhriyah, 2023). These various phenomena form the background for the researcher to conduct a study entitled "Multiple Intelligences-Based *Maharah Qiraah* Learning Using *Mutholaah Alhaditsah* Volume 1 at MI Nurul Qomar Palembang".

B. RESEARCH METHODS

The approach used in this study is a combination of qualitative and quantitative approaches, commonly known as Mixed-Method. This method is employed because the research combines qualitative and quantitative data to provide a more complete, objective, valid, and reliable picture in the study. Data collection techniques in this research are carried out through several stages such as observation, interviews, documentation, and tests. Then, the collected data will be processed and analyzed by combining two methods: qualitative analysis to explore in-depth insights and quantitative analysis to measure results objectively.¹²

Qualitative data analysis is gathered from observations, interviews, and documentation. It is then analyzed through data reduction by identifying and selecting information relevant to the research topic and presented in the form of a narrative description to provide a clear picture of the findings. This is followed by drawing conclusions aimed at making inferences from the analyzed data to answer the established research questions.

Meanwhile, quantitative data analysis is obtained from pre-test and post-test results, which will be analyzed using statistical analysis. The first step is a normality test to ensure whether the data distribution is normal, followed by a homogeneity test to check if the variances between sample groups are uniform. Then, a hypothesis test is

¹¹ L Ludiman, C Zainuddin, and Mukmin, 'Pelaksanaan Pembelajaran Contextual Teaching Learning (CTL) Pada Pengajaran Kitab Kuning Bulūgu Al-Marām', ... *Islamic Education Journal*, 5.2 (2022), pp. 65–78

<<http://jurnal.radenfatah.ac.id/index.php/muaddib/article/view/15181%0Ahttp://jurnal.radenfatah.ac.id/index.php/muaddib/article/download/15181/5261>>.

¹² Imami Nur Rachmawati, 'Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara', *Jurnal Keperawatan Indonesia*, 11.1 (2020), pp. 35–40, doi:10.7454/jki.v11i1.184.



conducted using the Mann-Whitney test to identify whether there is a significant difference between the test results before and after the implementation. This test evaluates the effectiveness of applying multiple intelligences-based maharah qiraah learning using the *Mutholaah Alhaditsah* Volume 1 book in improving students' qiraah skills at MI Nurul Qomar Palembang.

The population in this study consists of all students at MI Nurul Qomar Palembang, totaling 209 students. Due to the large population and limitations in time, cost, and manpower, the researcher chose to use a sample. The sampling technique selected is probability sampling because the population size is already known. The sample consists of class VI A as the experimental group and class VI B as the control group. Thus, the study will focus on the effect of applying the multiple intelligences theory on *maharah qiraah* learning in these two classes.

C. FINDING AND DISCUSSION

The results of quantitative data analysis show that multiple intelligences-based *maharah qiraah* learning has proven effective in increasing student participation during the learning process. Based on the observation, before this learning was implemented, learners' activities in learning tended to be passive. Some learners seemed to have difficulty understanding the content of the reading, while other learners just read the text without really understanding it.

However, after the implementation of multiple intelligences-based learning, there were positive changes in learners' activities. Varied learning activities that are tailored to the various intelligences of learners make learning in the classroom more active and fun so as to increase students' interest in learning and understanding in learning *maharah qiraah*.

Overall, the observation shows that the application of multiple-based learning using the book of *Mutholaah Alhaditsah* volume 1 has succeeded in encouraging a more interesting, dynamic and fun learning environment. This contributes to improving learners' understanding of the reading material, as well as strengthening their reading skills. After the implementation of the lesson, learners' learning outcome data was analyzed using statistical tests to measure its effectiveness.

The analysis was conducted through the following steps:

Table 1. Tests of Normality

Class		Shapiro-Wilk		
		Statistic	df	Sig
Pretest	Control	.918	20	.089
	Eksperiment	.914	20	.077
Posttest	Control	.756	20	.000
	Eksperiment	.626	20	.000

To determine whether the pre-test and post-test learning outcome data are normally distributed, the data normality test is applied. According to the Shapiro Wilk test results, the experimental class post-test data has a significance value of $0.000 < 0.05$ which indicates that the data is not normally distributed. The following statistical analysis uses non-parametric analysis techniques.

Table 2. Tests of Homogeneity

		<i>Lavene Statistic</i>	<i>df 1</i>	<i>df 2</i>	<i>Sig</i>
Pretest	Based on Mean	1.352	1	38	.252
	Based on Median	.933	1	38	.325
	Based on Median and with adjusted df	.933	1	36.599	.326
	Based on Trimmed Mean	1.407	1	38	.243
Posttest	Based on Mean	.316	1	38	.577
	Based on Mean	.069	1	38	.794
	Based on Median and with adjusted df	.069	1	34.827	.794
	Based on Trimmed Mean	.463	1	38	.501

To ensure that the data variance is the same between the experimental group using multiple intelligences-based learning method and the control group using lecture method. Then the homogeneity test was conducted. The significant value for pre-test data was $0.252 > 0.05$ and for post-test data was $0.577 > 0.05$. Levene's test revealed that the distribution of values in both groups was homogeneous.

Table 3. Test Statistics

	<i>Pretest</i>	<i>Posttest</i>
Mann-Whitney U	154.000	14.000
Wilcoxon W	364.000	224.000
Z	-1.279	-5.240
Asymp. Sig. (2-tailed)	.201	.000
Exact Sig. [2 * (1 – tailed Sig.)]	.221	.000

The non-parametric Mann-Whitney test was used to compare the learning outcomes of the experimental and control classes because the data did not meet the assumption of normality. According to the test results, there is a significant difference between the student learning outcomes of the two classes, with a sig (2-tailed) value of $0.000 < 0.05$. Thus, it can be concluded that there is effectiveness in the application of learning *maharah qiraah* based on multiple intelligences using *Muthala'ah Al-Haditsah* volume 1 at MI Nurul Qomar Palembang.

Discussion

1. Learning *Maharah Qira'ah*

One of the four skills that must be mastered in Arabic language learning is *maharah qiraah*. The term “*maharah qiraah*” itself comes from Arabic where the word “*qiraah*” refers to the activity of reading or interpreting something orally or in writing, and also the word “*maharah*” which means ability or talent. *Maharah qiraah* is a person's ability to describe the meaning in an object both orally and in writing.¹³ *Maharah qiraah* is an Arabic term to express the ability a person has in

¹³ Putu Sukerni, ‘Pengembangan Buku Ajar Pendidikan IPA Kelas IV Semester I SD No. 4 Kaliuntu Dengan Model Dick and Carey’, *Jurnal Pendidikan Indonesia*, 3.1 (2019).



pronouncing Arabic words and letters through the body and mind simultaneously. *Maharah qiraah* is also a skill that involves a person's ability to think, analyze, evaluate and solve problems listed in a reading text. Therefore, in order for readers to fully understand Arabic reading texts, they must have good *qiraah* skills first.¹⁴

There are two methods that can be used to train a person's reading skills, namely by reading aloud (*qiraah jahriyah*) and reading silently (*qiraah shamitah*).¹⁵ A person's reading skills will only be recognized if they have met predetermined requirements such as being able to read Arabic texts properly and correctly in accordance with applicable rules, being able to translate texts appropriately, being able to understand the meaning of the text being read and being able to convey the meaning and messages contained in the reading text to others.¹⁶ Meanwhile, learning is an activity where a teacher conveys knowledge to students using effective teaching techniques so that the information can be received properly.¹⁷ Learning can be defined as a reciprocal relationship between teachers, students and other learning resources that interact with each other in the same learning context. Learning is also the process of teachers conveying information, skills, attitudes and good habits to learners so that they can be more confident during the learning process so as to improve their understanding in academic subjects.¹⁸

Learning *maharah qiraah* is a learning process that focuses on procedures to develop students' skills in reading Arabic texts properly and correctly. Learning *maharah qiraah* also involves students' understanding of the meaning of the text that has been read. When learners read an Arabic text, they are not only asked to be able to pronounce words and letters correctly. But also asked to understand the meaning contained therein so that students can practice the contents of the text in everyday life.¹⁹ So it can be concluded that learning *maharah qiraah* is learning that aims to make students able to read Arabic text fluently and according to the rules, so that it can bring students to a better understanding of the Arabic text that has been read.

2. Multiple Intelligences

The Multiple Intelligences theory, also known as the theory of multiple intelligences, was developed by Howard Gardner and introduced in his 1983 book *Frames of Mind*. Gardner proposed that intelligence is not a single entity but consists of various distinct types of intelligences. He defined intelligence as an individual's ability to solve problems and create products that are valued within a cultural context. According to Gardner, there are eight innate intelligences that

¹⁴ Abdurrahman Abdilah, 'Kriteria Buku Ajar Bahasa Arab Dalam Kitab Idha' At', *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 3.2 (2023), pp. 257–64, doi:10.30739/arabiyat.v3i2.2218.

¹⁵ Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab* (Humaniora, 2015).

¹⁶ Syukran et al., 'Mahārah Al-Qirā'ah Fī Ta'lim Al-Lughah Al-Arabiyyah', *Kitabatuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaan*, 1.1 (2022), pp. 11–30.

¹⁷ Ridwan Wirabumi, 'Metode Pembelajaran Ceramah', *Annual Conference on Islamic Education and Thought*, I.I (2020), pp. 105–13.

¹⁸ Mohammad Suardi, *Belajar & Pembelajaran* (Deepublish, 2018).

¹⁹ Cahyani Akmalia, 'Strategi Pembelajaran Jigsaw Dalam Pembelajaran Maharah Qira'ah', *Prosiding Konferensi Nasional Bahasa Arab VII*, 2021.

every person possesses to varying degrees: Linguistic, Logical-Mathematical, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Naturalistic intelligence.²⁰

In education, multiple intelligences are viewed as encompassing a broad range of skills and talents that students bring to learning challenges.²¹ Each student has more than one unique intelligence, which helps them approach and solve problems creatively and innovatively.²² This concept allows learners to explore and develop their potentials more deeply and broadly, providing opportunities to engage with learning in ways that suit their individual strengths.²³

Multiple intelligences-based learning is an approach that refers to the theory of multiple intelligences. This approach aims to stimulate students' creativity during the learning process. In its implementation, the teacher tries to apply and combine the eight types of intelligences in delivering the learning material to students. As a result, students can understand the lessons more optimally because the material is taught using methods that align with their innate intelligences. Some experts also state that multiple intelligences-based learning opens opportunities for students to increase their motivation to learn, as the process involves students actively contributing to the learning activities, thereby creating an active and enjoyable learning environment.²⁴

Multiple intelligences-based maharah qiraah learning aims to enhance and sharpen students' ability to read Arabic texts by utilizing the various intelligences they possess. Therefore, to improve maharah qiraah learning with the support of multiple intelligences theory, teachers can plan and design learning activities based on several instructional steps outlined in a table as follows:

Table 4.
Multiple Intelligences based learning steps

No	Learning steps	Intelligence type
1	The teacher started the lesson by introducing some new vocabulary to the student	Linguistic
2	The teacher invites students to observe the illustrated vocabulary that has been prepared on the board	Spatial
3	The teacher gave an example of the correct pronunciation of the word and then followed by the students in turn.	Linguistic
4	The teacher invites students to read while singing with the audio that has been prepared	Musical
5	The teacher explains the meaning of each word, so that students can understand its meaning	Linguistic
6	The teacher demonstrates several words or sentences with	Kinesthetic

²⁰ Letty Maulida Admi, 'Ta'lim Al-Lughah Al-Arabiyyah a'lā Asās Al-Zakā'at Al-Muta'addidah Bi-Muassasah Al-Dauriyyah Markaz Al-Arabiyyah Pare Kediri', *Lisanuna: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 10.1 (2021), pp. 262–76.

²¹ Achmad Syaikh, 'Strategi Pembelajaran Berbasis Multiple Intelligences', *Jurnal Auladuna*, 2.2 (2020).

²² Lilis Setiawati, 'Pembelajaran Berbasis Multiple Intelligences', *Jurnal Pendidikan Dan Pembelajaran Dasar*, 6.2 (2019).

²³ St. Hartina Anwar, 'Pengembangan Bahan Ajar Berbasis Multiple Intelligences Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Kelas X SMA 3 Wajo' (Universitas Islam Negeri Alauddin Makassar, 2019).

²⁴ Sirate and Yaumi, 'Pembelajaran Berbasis Multiple Intelligence: Konsep, Arah Dan Kecenderungannya Dalam Pendidikan Abad 21', *Prosiding Semnas Fitk UIN Alauddin Makassar*, 2022.



No	Learning steps	Intelligence type
	appropriate body language and is followed by student	
7	The teacher provides examples of sentences related to things in the surrounding environment that they often encounter on daily basis	Natural
8	The teacher asks students to write down the sentences they have read in a notebook to strengthen their understanding of the reading text	Linguistic
9	The teacher divides the students into several groups, shares Arabic reading texts and asks each group to read and discuss the meaning of the sentences in the text	Interpersonal
10	Teachers invite students to ask questions if there are difficulties in being able to read and understand the words and sentences contained in the text	Interpersonal
11	Teachers distribute assignment sheets to each group	Interpersonal
12	The teacher asked each group to compose random sentences that had been given, into a structured reading text and translate the text with the members of their respective groups	Logical-Mathematical
13	Then the teacher asked each group to come forward to the front of the class to read and explain the meaning of the text they had worked on.	Interpersonal
14	Finally, the teacher gives an independent assignment for each student, so they can repeat the learning that has been taught at their respective homes	Intrapersonal

3. Textbook

Textbooks are a collection of learning materials that are systematically arranged to help students master certain competencies during the teaching and learning process.²⁵ Textbooks are very important to support educators in delivering subject matter effectively, so that learning objectives can be achieved.²⁶ Everything that can help teachers in the teaching and learning process is called teaching materials. Teaching materials consist of two forms, namely written teaching materials and unwritten teaching materials. An example of written teaching materials is that the most commonly used is textbooks.²⁷

According to Syamsul Arifin and Adi Kusrianto in the book "Success in Writing Textbooks & References," textbooks are books used by teachers in the learning process that have been compiled and adjusted to the needs of students so that they can achieve learning goals. Other experts also stated that textbooks are handbooks used by students in certain fields and levels of education that contain

²⁵ Hasibuan et. al, 'Tahlil Al-Kitab Al-Madrasī "Al-Arabiyyah Tajmaunā" Silsilah Linnatiqin Bi Ghairiha Li-Shafi as-Saani Al-Madrasah Al-Ibtidaiyyah Ma'ayir Jaudah Li Greene & Petty', *Nady Al-Adab : Jurnal Bahasa Arab*, 18.2 (2021), pp. 111–22.

²⁶ Erna Suwarni, 'Pengembangan Buku Ajar Berbasis Lokal Materi Keanekaragaman Laba-Laba Di Kota Metro Sebagai Sumber Belajar Alternatif Biologi Untuk Siswa Kelas X', *Bioedukasi : Jurnal Pendidikan Biologi*, 2019.

²⁷ Hesti Puspitasari, 'Pengembangan Buku Ajar Bahasa Indonesia Membaca Dan Menulis Permulaan (MMP) Untuk Siswa Kelas Awal', *Jurnal Penelitian Pendidikan Dan Pembelajaran*, 8.2 (2021).

knowledge to support learning activities.²⁸ So it can be concluded that textbooks are a combination of various materials and learning materials that are systematically arranged to improve students' understanding.

Therefore, the selection of a good textbook must also be very considered. A good textbook must have a clear structure, be able to explain the goals to be achieved in learning, and be able to motivate students to learn. In addition, textbooks must also be able to overcome learning difficulties experienced by students by providing guidance, offering a lot of interesting materials, and focusing on meeting the needs of students' understanding.²⁹

The book of *Mutholaah Alhaditsah*, written by Mahmud Yunus and published by Maktabah Assadiyah is a book that discusses various materials in Arabic. The book covers readings, sentence structure, exercises, and vocabulary in Arabic. The presentation of the material in this book is also very interesting because it is equipped with a lot of vocabulary and short Arabic texts that are easy to understand and equipped with color pictures, which can arouse students' interest in reading and learning it. Although it consists of 6 volumes, this study focuses more on the book of *Mutholaah Alhaditsah* volume 1 only. This book can serve as an effective learning resource in improving the ability of *maharah qiraah*, namely the ability to read in Arabic.

D. CONCLUSIONS

The purpose of this lesson is to help learners improve their skills in reading and understanding Arabic texts better. From the results of research conducted at MI Nurul Qomar Palembang, the previous *qiraah* learning that used the lecture method showed less than optimal involvement of students in learning, so that the learning process was less interesting and the classroom atmosphere became less active. However, after the application of multiple intelligences-based learning, there was a significant improvement in the learning process of students. This learning encourages learners' involvement in learning so as to create active and conducive learning. Significant progress in the achievement of students' learning outcomes can be seen from the average score of students who reached 92.00 after the application of this model, while before the application the average score was only 56.00. The t-test results also show a significance value (2-tailed) of 0.000 < 0.05, which indicates a significant difference between the experimental and control groups. Thus, the application of multiple intelligences-based *maharah qiraah* learning using the book of *mutholaah alhaditsah* proved effective in improving students' learning outcomes.

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²⁸ Sihotang and Sibuea, 'Pengembangan Buku Ajar Berbasis Kontekstual Dengan Tema "Sehat Itu Penting"', *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2 (2019).

²⁹ Sukerni.

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