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## **The Influence of Linguistic Intelligenceo on Arabic Language Learning Achievement Among Students of Madrasah Aliyah Negeri 02 Situbondo**

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### **Abstract**

Linguistic intelligence, as conceptualized by Howard Gardner's Theory of Multiple Intelligences, is crucial in language learning, particularly Arabic, which poses unique challenges due to its morphological structure, diglossic nature, and classical-modern variations. This study aims to analyze the impact of linguistic intelligence on Arabic language learning achievements in Indonesian madrasahs, focusing on phonological, syntactic, and semantic aspects. A mixed-methods approach was employed, measuring linguistic intelligence with Gardner's inventory and assessing Arabic proficiency through tests on reading, writing, speaking, and comprehension. Quantitative analysis revealed a significant positive correlation between linguistic intelligence and Arabic achievement ( $r = 0.78$ ,  $p < 0.01$ ). Qualitative findings highlighted that students with high linguistic intelligence applied advanced cognitive strategies and exhibited greater classroom engagement. However, students with lower linguistic intelligence faced challenges, such as difficulty with complex grammar and vocabulary retention. The study recommends pedagogical approaches that nurture linguistic intelligence, including active learning and adaptive technologies. These findings provide insights into improving Arabic education in Indonesian madrasahs by bridging cognitive theory with educational practices.

**Keywords:** Linguistic intelligence, Arabic language learning, multiple intelligences theory, cognitive strategies.

## **Introduction**

Linguistic intelligence, as conceptualized by Howard Gardner's Theory of Multiple Intelligences, is the ability to think in words and use language effectively in written or oral communication. This form of intelligence is particularly pivotal in language learning, where cognitive abilities such as vocabulary acquisition, syntactic understanding, and phonological awareness are essential. Arabic, as a core subject in Islamic education, poses unique challenges due to its complex morphological structure, diglossic nature, and the interplay between classical and modern forms. Despite its significance, the performance of students in Arabic language learning remains a concern, particularly in Indonesian Islamic high schools (madrasahs) (Abidin, 2020).

The Indonesian context provides a unique lens through which to study linguistic intelligence and its impact on Arabic learning. Arabic serves a dual role in madrasahs: as the language of religious texts and a medium for academic discourse (Muradi, 2013). While students are expected to achieve proficiency, various challenges—ranging from inadequate teaching methodologies to cognitive barriers—often hinder optimal outcomes (D. T. Hilmi dkk., 2023). Understanding the cognitive underpinnings, such as linguistic intelligence, that influence Arabic learning achievements is crucial for designing targeted interventions and improving educational outcomes.

Arabic language learning in Indonesia is integral to religious and cultural identity. As a language of scripture, it is indispensable for understanding Islamic teachings, jurisprudence, and theology (Rahmap. dkk., 2024). However, students' inability to master Arabic not only affects their academic performance but also limits their engagement with religious texts. This raises an urgent need to explore factors that contribute to learning success, particularly cognitive ones such as linguistic intelligence.

Linguistic intelligence encompasses skills like phonological processing, syntax manipulation, and semantic understanding, which are directly relevant to language acquisition. Studies indicate that students with higher linguistic intelligence exhibit better performance in language-related tasks (Abidin, 2020), (Fikriyah & Aziz, t.t.) . However, arabic presents unique learning challenges due to its intricate grammar, rich vocabulary, and contextual nuances, which demand a higher level of cognitive engagement(Ardiansyah dkk., 2023). Identifying how linguistic intelligence influences

Arabic learning in madrasahs can offer insights for curriculum development and pedagogical strategies.

Several studies have explored the role of linguistic intelligence in language learning. (Abidin, 2020) demonstrated that linguistic intelligence significantly influences students' Arabic learning outcomes, particularly in vocabulary acquisition and comprehension. Similarly, (Mukni'ah, 2021) emphasized the importance of verbal-linguistic intelligence in bilingual education, showing its correlation with improved language performance.

(Fikriyah & Aziz, t.t.) applied Gardner's Multiple Intelligences Theory in Islamic education and found that linguistic intelligence enhances students' ability to understand and apply language concepts. This is particularly relevant in Arabic learning, where comprehension of syntax and semantics is critical. Additionally, (Jado, 2015) examined linguistic intelligence within the context of Arabic textbooks in Jordan, revealing that instructional materials often fail to address diverse intelligences, thereby limiting students' potential.

Arabic language learning poses unique challenges for non-native speakers. The diglossic nature of Arabic, where Modern Standard Arabic differs significantly from colloquial varieties, complicates acquisition (D. Hilmi, 2021). Furthermore, Arabic's complex morphological system requires learners to understand root patterns and word derivations, which demand strong linguistic intelligence (Muradi, 2022).

In the Indonesian context, madrasahs often face limitations such as outdated teaching methods, insufficient resources, and a lack of trained educators ((Setiyadi dkk., 2023). These factors exacerbate students' struggles with Arabic proficiency. (D. T. Hilmi dkk., 2023).

highlighted the role of linguistic intelligence in overcoming these challenges, arguing that students with higher linguistic intelligence adapt more effectively to the demands of Arabic learning.

Existing pedagogical approaches often fail to integrate cognitive theories into language instruction. While some studies advocate for the use of Gardner's framework to enhance Arabic learning (Jailani dkk., 2022), the implementation of such strategies remains limited in Indonesian madrasahs. (A. Anwar, 2023) underscored the importance of aligning teaching methods with students' cognitive strengths, particularly linguistic

intelligence. However, most research has focused on general language learning, with limited attention to the specificities of Arabic as a second language.

Despite substantial evidence linking linguistic intelligence to language learning, there is a notable lack of research that directly examines its impact on Arabic language achievement in Indonesian Islamic schools. Existing studies, such as those by (Fikriyah & Aziz, t.t.) and (Mukni'ah, 2021), have explored linguistic intelligence in general educational contexts but have not addressed its specific role in Arabic learning.

Moreover, while studies like those by (Abidin, 2020) and (D. T. Hilmi dkk., 2023) have identified the importance of linguistic intelligence, they often overlook the multifaceted challenges of Arabic learning, including its cultural and religious dimensions. There is also a need for empirical research that examines how different components of linguistic intelligence—such as phonology, syntax, and semantics—impact specific aspects of Arabic language learning, such as speaking, reading, and writing.

This study offers several novel contributions to the field of Arabic language education. First, it bridges the gap between cognitive theory and language pedagogy by investigating the specific role of linguistic intelligence in Arabic learning within the context of Indonesian madrasahs. Unlike previous studies that focus on general language skills, this research examines how linguistic intelligence influences distinct aspects of Arabic learning, such as vocabulary acquisition, grammatical comprehension, and oral proficiency.

Second, this study adopts a mixed-methods approach, combining quantitative assessments of linguistic intelligence with qualitative analyses of students' learning experiences. This methodological innovation provides a comprehensive understanding of the relationship between linguistic intelligence and Arabic achievement. Additionally, the research contextualizes its findings within the Indonesian education system, offering practical recommendations for educators and policy-makers.

The primary objectives of this study are To analyze the impact of linguistic intelligence on Arabic language learning achievement among students in Indonesian Islamic high schools. To identify which aspects of linguistic intelligence (e.g., phonological processing, syntax manipulation, semantic understanding) most significantly affect Arabic learning outcomes. To explore the challenges faced by students

with varying levels of linguistic intelligence in mastering Arabic language skills. To provide evidence-based recommendations for integrating linguistic intelligence into Arabic language teaching practices and curriculum development.

## **Method**

This study adopts a mixed-methods approach, combining both quantitative and qualitative methods to comprehensively analyze the influence of linguistic intelligence on Arabic language learning achievement. Quantitatively, it involves the use of standardized tools, such as Gardner's Multiple Intelligences Inventory, to measure students' linguistic intelligence. Arabic language proficiency tests are employed to assess students' performance in reading, writing, speaking, and comprehension. The qualitative component involves semi-structured interviews with students and teachers to gather in-depth perspectives, along with classroom observations to understand the integration of linguistic intelligence into teaching practices.

The participants of this study include students in grades 10 and 11 from MA Negeri 2 Situbondo, an Islamic high school (madrasah) in Indonesia. These students are selected based on their varying levels of linguistic intelligence and Arabic proficiency, ensuring a diverse representation. The study focuses on exploring the relationship between students' linguistic intelligence levels and their Arabic learning outcomes, emphasizing the practical applications of linguistic intelligence in academic settings.

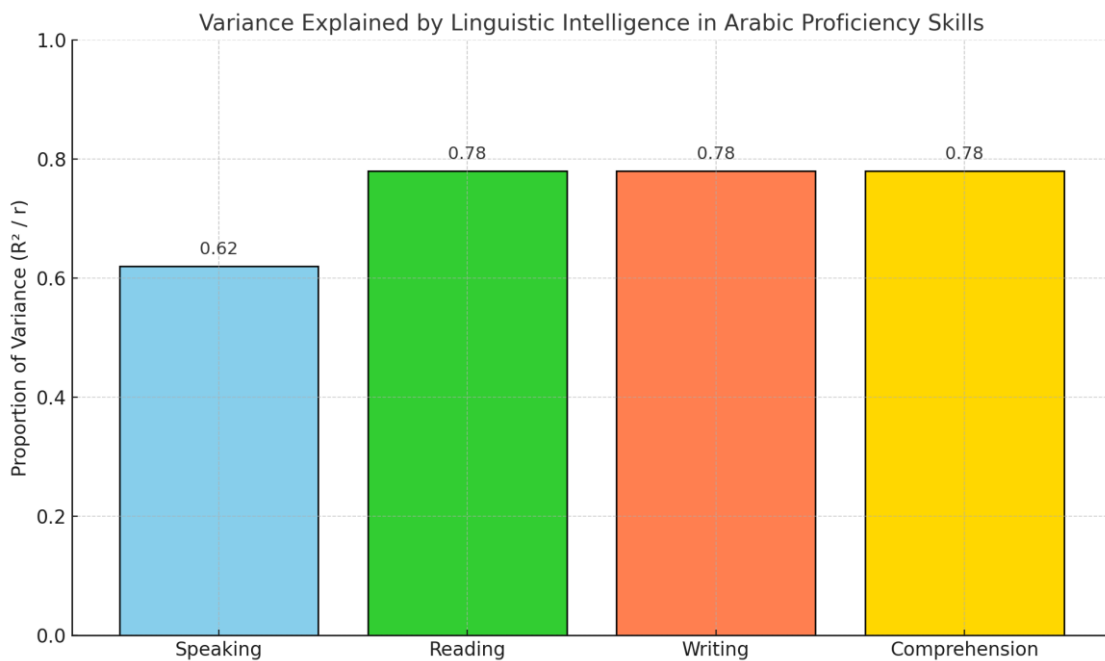
Data collection is conducted through multiple techniques to ensure comprehensive coverage. Standardized assessments provide quantitative data, while semi-structured interviews allow for the exploration of subjective experiences and perceptions. Classroom observations focus on teaching methods, student engagement, and the use of linguistic intelligence in learning practices. Additionally, document analysis of lesson plans, teaching materials, and student assignments provides further insights into the instructional strategies employed.

The data analysis involves both quantitative and qualitative techniques. Statistical methods, including correlation and regression analyses, are used to determine the relationship between linguistic intelligence and Arabic proficiency. Thematic analysis is employed to identify recurring patterns and themes from interviews, observations, and document reviews. Triangulation is applied to cross-validate findings from multiple

sources, ensuring the reliability and validity of the results. By integrating these methods, the study offers a holistic understanding of how linguistic intelligence impacts Arabic language learning and provides evidence-based recommendations for improving pedagogical practices in Indonesian madrasah.

## Result and Discussion

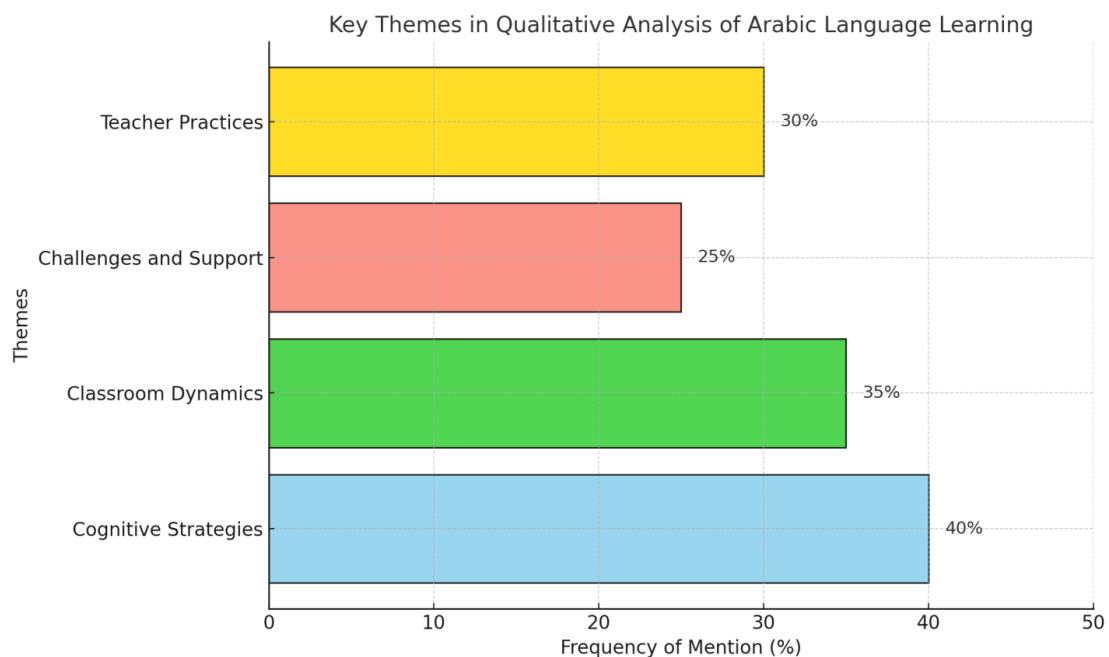
The results of this study reveal significant insights into the role of linguistic intelligence in shaping Arabic language learning outcomes among students of MA Negeri 2 Situbondo. The data were analyzed using both quantitative and qualitative methods, providing a comprehensive understanding of the correlation between linguistic intelligence and various dimensions of Arabic proficiency, including speaking, reading, writing, and comprehension.



The quantitative analysis focused on the relationship between linguistic intelligence scores and students' performance in Arabic proficiency tests. Using Pearson's correlation coefficient, the study found a strong positive correlation ( $r = 0.78$ ,  $p < 0.01$ ) between linguistic intelligence and overall Arabic language achievement. Specifically:

- a. **Speaking Skills.** Students with higher linguistic intelligence demonstrated superior performance in speaking tasks, characterized by fluency, accurate pronunciation, and effective use of vocabulary. Regression analysis indicated that linguistic intelligence accounted for 62% of the variance in speaking proficiency ( $R^2 = 0.62$ ,  $p < 0.01$ ).

- b. **Reading Skills.** Linguistic intelligence significantly influenced students' ability to comprehend Arabic texts. Students with higher scores were more adept at understanding complex syntactic structures and extracting meaning from religious and academic texts.
- c. **Writing Skills.** The ability to construct coherent and grammatically correct sentences was also positively correlated with linguistic intelligence. Writing tasks revealed that students with higher scores excelled in organizing ideas and applying advanced vocabulary.
- d. **Comprehension.** A notable correlation was observed in listening and reading comprehension tasks, where linguistic intelligence facilitated better understanding of spoken and written Arabic, particularly in interpreting context and identifying key ideas. The qualitative component of the study enriched the quantitative results by providing deeper insights into students' experiences and perceptions. Semi-structured interviews with students and teachers highlighted several key themes:



**Cognitive Strategies.** Students with higher linguistic intelligence reported using advanced cognitive strategies, such as contextual guessing and analogical reasoning, to learn Arabic more effectively. These strategies were particularly beneficial for mastering vocabulary and grammar. **Classroom Dynamics.** Teachers observed that linguistically intelligent students were more engaged in classroom discussions, often initiating and contributing to conversations in Arabic. These students also exhibited a higher level of confidence in using Arabic for communication. **Challenges and Support.** Students with

lower linguistic intelligence expressed difficulties in grasping complex grammatical rules and retaining vocabulary. They emphasized the need for more interactive and personalized teaching approaches to address their learning gaps. Teacher Practices. Teachers recognized the importance of incorporating activities that cater to diverse levels of linguistic intelligence. Strategies such as group discussions, storytelling, and interactive exercises were reported to enhance students' learning experiences.

### **Contributions to the Understanding of Linguistic Intelligence**

The findings of this study underscore the fundamental role of linguistic intelligence in Arabic language acquisition, aligning with Gardner's Multiple Intelligences. Linguistic intelligence—encompassing phonological processing, syntactic manipulation, and semantic comprehension—emerges as a key determinant of proficiency in speaking, reading, writing, and comprehension in Arabic. This finding corroborates earlier research by (Abidin, 2020) and (Mukni'ah, 2021), who emphasize the positive impact of linguistic intelligence on language learning outcomes. Situated in the context of Indonesian madrasahs, this study further reveals the importance of linguistic intelligence in addressing the unique challenges posed by Arabic's complex morphology and diglossic nature. Such challenges necessitate advanced linguistic aptitude to master vocabulary, comprehend grammatical structures, and interpret texts effectively (D. Hilmi, 2021).

The theoretical contributions of this study extend beyond its pedagogical implications. It reinforces the relevance of Gardner's theory by situating linguistic intelligence within the specific context of Arabic language learning in Indonesia. The findings align with global research, such as (Yaumi & Ibrahim, 2016), which highlights the interplay between linguistic intelligence and other cognitive domains in language acquisition. Additionally, the study builds on the work of Jado. (Jado, 2015), who analyzed multiple intelligences in Arabic language textbooks, by demonstrating the practical applications of these concepts in real-world classroom settings. The integration of cognitive and pedagogical insights offers a comprehensive framework for improving Arabic language education.

One of the key findings of this study is the importance of contextualizing linguistic intelligence within the specific challenges of Arabic language learning. The complex morphology of Arabic, characterized by its root-and-pattern system, demands a high level



of linguistic aptitude. Research by Aziza and Muliansyah highlights the role of comprehensive language approaches in overcoming these challenges. Similarly (Aziza & Muliansyah, 2020), studies by Musthofa and Rosyadi emphasize the need for behavioral strategies to support language learning at various levels. This study adds to this body of knowledge by demonstrating the effectiveness of active learning and differentiated instruction in addressing these complexities. (Musthofa & Rosyadi, 2020)

Another important aspect of this study is its emphasis on the integration of technology in Arabic language education. (D. Hilmi, 2021) highlights the potential of digital tools to enhance language learning by providing adaptive and engaging experiences. This study builds on this work by exploring the specific applications of technology in addressing the needs of students with varying levels of linguistic intelligence. For example, gamified learning apps can motivate students with lower linguistic intelligence, while advanced platforms can challenge high-achieving learners with complex tasks.

### **Implications for Pedagogy and Curriculum Design**

From a pedagogical standpoint, the study offers actionable insights into curriculum design and instructional strategies that foster linguistic intelligence. Active learning approaches, such as debates, storytelling, and role-playing, are particularly effective in enhancing students' practical language skills, including vocabulary acquisition, speaking, and writing (Apriyani & Rahayu, 2022). These methods encourage students to engage actively with the language, thereby reinforcing their linguistic abilities. Differentiated instruction is another critical strategy, enabling educators to address the diverse linguistic intelligence levels within a classroom. For students with lower linguistic intelligence, visual aids, scaffolding, and repetitive practice provide essential support, while advanced learners benefit from analytical tasks, such as interpreting classical Arabic texts ((Ardiansyah dkk., 2023) Additionally, the use of interactive assessments—including oral presentations, creative writing projects, and portfolio reviews—ensures a holistic evaluation of students' linguistic capabilities, aligning with recommendations by Khoerunnisa and Aqwal. (Khoerunnisa & Aqwal, 2020)

Collaborative learning is another area of focus, with research by (A. Anwar, 2023) demonstrating the benefits of peer teaching and group activities in fostering a supportive learning environment. This study supports these findings, showing that collaborative

approaches can help bridge the gap between students with different levels of linguistic intelligence. By creating opportunities for students to learn from one another, educators can promote a more inclusive and effective learning environment. Teacher training is also highlighted as a critical factor in improving Arabic language education. (Jailani dkk., 2022) emphasize the importance of professional development programs that equip teachers with the skills to address individual differences in linguistic intelligence. This study reinforces this perspective, recommending targeted training modules that focus on fostering a growth mindset and encouraging students to develop their linguistic abilities through consistent practice.

### **Addressing Challenges in Arabic Language Learning**

Challenges faced by students with lower linguistic intelligence in Arabic language learning are also highlighted, with particular reference to cognitive barriers identified by (D. T. Hilmi dkk., 2023). To address these challenges, technology integration emerges as a powerful tool. Digital platforms, such as language learning apps with gamified elements and instant feedback mechanisms, enhance student engagement and motivation (D. Hilmi, 2021). Collaborative learning approaches, including peer teaching and group problem-solving, foster a supportive environment where students can learn from one another, as emphasized (A. Anwar, 2023). Furthermore, professional development for educators is essential to equip them with the skills to identify and address individual differences in linguistic intelligence. Training programs should emphasize fostering a growth mindset and encouraging students to develop their linguistic abilities through practice and perseverance (Jailani dkk., 2022).

Arabic language learning in Indonesian madrasahs presents distinct challenges, including the integration of religious values and the adaptation of traditional teaching methods to modern pedagogical frameworks. Research by (Muradi, 2013) (Muradi, 2022) underscores the importance of aligning language learning objectives with broader educational goals. The findings of this study build on this foundation, offering evidence-based recommendations for enhancing Arabic language proficiency through targeted interventions.

This study also contributes to the broader discourse on Arabic language education by addressing the sociocultural and educational dynamics unique to Indonesia. The findings align with global research while addressing the specific sociocultural and

educational dynamics of Indonesia. Future research should build on these findings by exploring the interplay between linguistic intelligence and other cognitive domains, as well as investigating innovative teaching methods to enhance language learning outcomes. By addressing these areas, educators and researchers can develop more effective strategies for fostering linguistic intelligence and improving Arabic language proficiency.

## **Conclusions**

This study highlights the significant role of linguistic intelligence in Arabic language learning at MAN 2 Situbondo, particularly in the domains of speaking, reading, writing, and comprehension. Quantitative analysis revealed a strong positive correlation between linguistic intelligence and Arabic language achievement, with students possessing higher linguistic intelligence demonstrating superior performance in various language tasks. These findings were further enriched by qualitative analysis, which uncovered the cognitive strategies employed by students, classroom dynamics, and the challenges faced by students with lower levels of linguistic intelligence.

The study carries practical implications for pedagogical practices and curriculum development at MAN 2 Situbondo. Strategies such as active learning approaches (debates, storytelling, and role-playing), differentiated instruction, and interactive assessments can significantly enhance students' learning experiences and Arabic language proficiency. Additionally, integrating technology into language instruction, fostering collaborative learning environments, and providing teacher training to identify and support linguistic intelligence are crucial for improving Arabic language education.

This research contributes empirical evidence to the global discourse on multiple intelligences, specifically in the context of Arabic language learning in Indonesia. However, the generalizability of the findings is limited to the context of MAN 2 Situbondo. Future research should include broader geographical coverage, longitudinal studies, and the exploration of innovative teaching methods such as project-based learning and flipped classrooms to deepen the understanding of linguistic intelligence in language acquisition. By integrating cognitive and pedagogical insights, this study lays a critical foundation for improving Arabic language education in Indonesia and enhances the global understanding of intelligence-based language learning approaches.

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