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EVALUATION OF MULTIPLE INTELLIGENCE THEORY IN ARABIC LANGUAGE LEARNING

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Abstract

The background of this study is rooted in the pedagogical debate between the traditional IQ-based approach and Howard Gardner's Multiple Intelligences (MI) theory, which highlights the need for a more inclusive educational paradigm, particularly in the context of Arabic language learning where conventional methods often fail to accommodate learners' diverse intelligence profiles. The purpose of this study concludes that the application of authentic assessment based on Multiple Intelligences (MI) Theory in Arabic language education to improve learning outcomes through an approach that considers the diversity of students' abilities. Using a descriptive-qualitative literature study method based on the theoretical framework of Multiple Intelligences, this research analyzes the literature related to the implementation of MI and its assessment strategies in the context of Arabic language pedagogy. The results reveal that the MI-based approach significantly improves learning outcomes through tailoring materials to students' dominant intelligences, although its implementation faces challenges in a rigid education system. In conclusion, this study confirms that MI theory offers a value framework for creating more engaging and effective Arabic language learning, by recommending the integration of MI principles in existing teaching methods as well as the need for teacher training in the identification of MI profiles and the development of diversified assessment instruments.

Keywords: *Authentic Assessment; Arabic Language Learning; Multiple Intelligence*

A. Introduction

Education over the past few decades has been mired in a tiring dichotomy between the standardized single-intelligence (IQ) approach and the theory of multiple intelligences (MI) coined by Howard Gardner (Mawardi, 2021). Although modern neuroscience is beginning to bridge these two poles, in practice, this debate is still very real. Teachers in the field every day witness the incredible diversity of abilities and ways of learning in their students, even among those with equivalent IQ scores, a reality that strongly supports Gardner's theory (Tantowi, 2022). However, in reality, the often rigid and uniform education system is a major barrier to the implementation of personalized learning that is tailored to the individual needs of each student (Candra, 2025).

The Theory of Multiple Intelligence offers a revolutionary theoretical perspective by rejecting the concept of intelligence as a Single entity (Cahyo, 2021). This theory argues that each individual has a unique combination of eight or more types of intelligence such as linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic. The basic principle

of this theory is that a child will master the learning material more quickly and effectively if the delivery is adapted to their dominant intelligence (Subroto, 2023a). For example, a child with strong musical intelligence will more easily absorb lessons through musical elements, while a child with prominent visual-spatial intelligence will understand better through the help of graphics and drawings. For the learning process to be truly fun, a multiple intelligence strategy must be able to reach each student's talents and interests according to their unique intelligence category. Consequently, the evaluation of Arabic language programs must also be designed to measure the success of the specific learning strategies used. (Fitriani et al., 2025).

Most previous research has extensively examined and advocated for the integration of MI theory into classroom learning strategies and methods, which has shown increased student engagement. However, there are significant research gaps, particularly in terms of evaluation (Amin & Zainal Said, 2024). Focus is rarely given on the development of assessment instruments that align with the MI philosophy. In addition, comprehensive MI identification criteria that require neurological, developmental, evolutionary, and psychometric evidence are often overlooked in practical assessment models. This gap is increasingly felt in the context of language learning, such as Arabic, where assessments still often rely on standardized tests that are uniform and do not accommodate the diversity of ways students demonstrate their understanding.

Therefore, this study is here to answer this gap by investigating the application of authentic evaluation based on the theory of Multiple Intelligence in Arabic language learning. This research focuses on the design and application of assessment methods that ask students to complete tasks based on real contexts, allowing them to demonstrate mastery of the material through their respective dominant intelligences. Through the development of diverse examples of evaluation instruments—such as creative projects, presentations, or simulations—the study aims to provide a fairer and more comprehensive assessment model. The results are expected to not only measure linguistic knowledge but also reflect the creativity and unique potential of each student, while providing a more powerful tool for teachers to understand and appreciate the differences in individual abilities.

B. Method

Research titled *"Evaluation of Dual Intelligence in Arabic Language Learning"* using a descriptive method with *Library Research Approach*. This method is applied to describe, analyze, and test the validity of the application of the theory *intelligence* in the comprehensive evaluation of Arabic language learning through a literature review (Ramdhan, 2021). The entire research process from problem identification, data collection, to analysis of results is carried out through critical exploration of literature sources, including supporting theories related to the concept of multiple intelligence, educational evaluation, and Arabic language pedagogy (Mokoginta et al., 2023). This approach was chosen to provide a strong theoretical foundation in criticizing and reconstructing evaluation models that are responsive to the diversity of student intelligence.

The data for this library research consisted exclusively of secondary sources, namely published scholarly literature. Data collection was conducted by systematically gathering and reviewing relevant documents, including books, journal articles, and theoretical papers pertinent to the core themes of Multiple Intelligence theory, educational evaluation models, and Arabic language pedagogy. The data analysis procedure involved a qualitative, critical exploration of these texts. This process included identifying, comparing, and synthesizing arguments, concepts, and findings from the collected literature to describe, analyze, and test the validity of applying MI theory to Arabic language evaluation. The analysis aimed to deconstruct existing evaluation paradigms and reconstruct a more responsive theoretical model based on the synthesized insights.

To ensure the trustworthiness of the findings, the study employed strategies such as using credible and authoritative sources, providing a clear and logical synthesis of the literature, and transparently outlining the research process. Ethical considerations were meticulously upheld by properly citing all referenced authors and works to avoid plagiarism and give appropriate academic credit, ensuring the integrity of the scholarly discussion.

C. Results and Discussion

An in-depth explanation of the results and discussion of this study is presented in the following section.

1. Results

a) The Basic Concept of Multiple Intelligences

Gardner (1983) views intelligence as the capacity to solve problems and create products creatively. This theory supports a student-centered approach to education, personalization of learning, and competency development. According to Howard Gardner of Harvard University, intelligence is the ability to solve problems and create something valuable in a culture. In contrast to the common view that tends to put forward the term intelligence, Gardner defines it neutrally. For him, intelligence is more of a seed of possibility that can be developed than a talent that has been perfectly formed (Cicalò, 2020). In his theory of compound intelligence, Gardner identified 8 types of basic human intelligence.

(1) Language intelligence (linguistics). Stands out in individuals who are skilled in using words, both when speaking (such as a storyteller or public speaker) and writing (such as a writer or author). These skills include a deep understanding of grammar, pronunciation, the meaning of words, and their application in a variety of contexts – from influencing others, helping to remember, explaining ideas, to analyzing language as a system. Linguistic intelligence plays a dominant role in activities that require the delivery of verbal ideas, such as discussion, research, and writing. Students with this ability are experts in formulating problems, drafting documents, and explaining work steps in a structured manner (Munajah & Supena, 2021).

(2) Logical-mathematical intelligence. It refers to an individual's capacity to manipulate numbers effectively (as in the profession of mathematician or actuary) as well as to perform systematic reasoning (as in the work of a scientist or data analyst) (Babu dkk., 2023). These competencies include sensitivity to logical relationships, numerical patterns, proposition structures (including conditional and causal relationships), and abstract concepts. Related cognitive processes include mental operations such as grouping, drawing conclusions, generalization of formulations, computation, and hypothesis verification. This intelligence is characterized by long-chain reasoning abilities that emerged early through the observation of abstract objects and quantitative operations, later evolving into symbolic thinking. In contrast to other intelligences: (1) peaks at the age of 30-40 and then declines, (2) it does not have a specific neurological location, but rather involves different areas in both hemispheres of the brain.

(3) Spatial intelligence. Refers to the ability to understand and interpret the visual environment precisely (as in navigators or geologists) as well as manipulate the mental image of objects (as in graphic designers or engineers) (Ware, 2019). These competencies include sensitivity to visual elements such as color composition, line contour, shape proportion, and spatial organization, including the ability to: (1) form mental representations, (2) pour spatial ideas into graphic forms, and (3) organize self-orientation in three-dimensional space. Spatial intelligence includes the ability to mentally manipulate objects and turn them into abstract concepts. Evolving from basic sensory understanding to complex geometry, it is often found in professions such as architects and pilots. Based in the right hemisphere of the brain, the damage causes problems with orientation and visual recognition. This ability is also possessed by some animals such as the honeybee navigation system.

(4) Kinesthetic-Physical Intelligence. The ability to flexibly control the body (such as an athlete or dancer) and manual skills (such as a craftsman or surgeon), include coordination, balance, and tactile and movement sensitivity. Kinesthetic-Physical Intelligence includes the ability to control body movements (athletes/dancers) and manipulate objects (blacksmith/surgeon). Regulated by the motor cortex of both hemispheres of the brain with cross-control, hand dominance (usually right) is related to genetics and language. It involves the coordination of the perceptual, nerve, and muscular complexes. It plays an important role in the development

of language through symbolic gestures such as pointing. Although often overlooked, this intelligence is essential for active learning and creative thinking (Rizqi, 2025).

(5) Musical Intelligence. Musical intelligence is the ability to understand and interact with different forms of music through musical perception, differentiation, modification, and expression. This intelligence includes sensitivity to rhythm, melody or melodic patterns, and the characteristics of the sound or tone color in a song (Alcivar dkk., 2020). Musical intelligence refers to the ability to think in a musical context. This includes the ability to understand, listen, recognize, remember, and possibly use tone patterns or melodies. Individuals with high musical intelligence can easily remember music and all that is conveyed through music. This ability is also related to tone patterns and sensitivity to sounds from the environment and human voices.

(6) Intrapersonal Intelligence. Intrapersonal intelligence can be seen from a deep awareness of internal feelings. This intelligence allows individuals to understand themselves, not depend on others, have a high level of confidence, be confident in personal opinions, and enjoy working according to the plans they make themselves (Arteaga-Checa dkk., 2023). The intrapersonal intelligence developed allows individuals to predict their reactions to various experiences and choose experiences that can be beneficial. Thus, intrapersonal intelligence encompasses the ability of individuals to generate creative and innovative ideas, both for themselves and others. In addition, individuals who possess this intelligence are able to understand their life goals, directions, and ideals with full awareness. This intelligence also gives the inner strength to believe in achieving success.

(7) Interpersonal Intelligence. Interpersonal intelligence is the ability that a person has in building and establishing relationships with others. Interpersonal intelligence can be seen from the joy of establishing friendships and pleasure in various social activities, as well as discomfort or reluctance when alone (Klinkosz dkk., 2021). Individuals with this intelligence tend to like and enjoy teamwork in groups. Interpersonal intelligence is the ability to interact with the people around you. This intelligence is also known as social intelligence. These intelligence traits include the ability to understand and discern the moods, intentions, and emotional motivations of others. These intelligence traits include social skills, leadership, high social sensitivity, negotiation, cooperation, and deep empathy.

(8) Naturalist Intelligence. This intelligence refers to the ability to recognize and classify various species of flora and fauna in the surrounding environment. This intelligence includes sensitivity to natural phenomena as well as an understanding of the differences between existing species. Gardner explains that individuals who have naturalistic or environmental intelligence tend to have the ability to recognize the various characteristics of plants, animals, and other elements that exist in the universe. Individuals who have naturalistic intelligence tend to be environmentally wise, both at home and in public places. They try to maintain the balance of flora and fauna life in their natural habitat, and feel angry and sad when they learn that there are actions that damage the life of flora and fauna. This caring attitude encourages individuals to commit to protecting and preserving the universe (Subroto, 2023b).

b) Caracter Multiple Intelligents

Howard Gardner's theory of Multiple Intelligences identifies eight distinct forms of human intelligence. These include linguistic intelligence, which reflects the ability to use language effectively in reading, writing, and communication; logical mathematical intelligence, characterized by skills in reasoning, abstraction, and problem solving; and spatial intelligence, involving the capacity to visualize, interpret patterns, and create artistic or spatial designs. In addition, bodily kinesthetic intelligence emphasizes learning through movement and physical activities, while musical intelligence highlights sensitivity to rhythm, melody, and musical structure. Social interaction is captured by interpersonal intelligence, which enables effective communication and relationship building, whereas intrapersonal intelligence relates to self-awareness, emotional understanding, and personal

reflection. Finally, naturalistic intelligence reflects the ability to classify, analyze, and engage with the natural environment (Mawaddah, 2023).

c) Application of the Concept of Dual Intelligence in Student Assessment

Gardner in his research found that although there are students who only excel in some intelligences, it can be helped through learning based on compound intelligence by teachers in schools so that these students can develop all the other intelligences and can then apply them in solving life problems they face. Likewise, teachers in addition to the intelligence they already have, can also develop other intelligences with learning based on multiple intelligence. So that both teachers and students can develop their compound intelligence through the teaching and learning process in the classroom so that it develops and provides maximum results (Nita, 2020).

In the context of its application in education, the concept of dual intelligence can be integrated into the student assessment process. Effective judgment is a diverse judgment and should reflect different types of intelligence. The application of Multiple Intelligences provides an opportunity for educators to design more differentiated learning, create an inclusive learning experience, and help learners develop their full potential. As for applying the concept of Multiple Intelligences to assessment, students must go through the stage of identifying student intelligence (Liu & Jiang, 2024).

Saleh et al stated that the approach using the concept of Multiple Intelligences is also called Intelligence-based learning design (DPBK). In practice, this approach involves identifying the dominant intelligence in students, developing diverse learning strategies, using a variety of learning aids and media, and assessments that take into account intelligence diversity. The identification process can be done in a variety of ways, such as observation, testing, and interaction, and activities that involve different types of intelligence. The importance of identifying intelligence in students is to adapt learning methods that suit individual strengths and preferences so that it can help them maximize their potential (Mujahidah, 2023).

Compound intelligence can relate through three mechanisms:

1. Disorders: Weaknesses in one intelligence hinder the development of another. For example: Musically gifted students with low intrapersonal intelligence (self-regulation) have difficulty mastering piano compositions due to a lack of discipline in practice.
2. Compensation: Strong intelligence masks weaknesses in other areas. Example: A popular musician may be skilled at composing melodies (musicals) but less proficient at writing lyrics (linguistics), or vice versa.
3. Catalyst: One intelligence amplifies the expression of another's intelligence. Example: The kinesthetic ability (movement) to play the drums reinforces the understanding of rhythm (music) and beat patterns (mathematical-logical) (Rohani et al., 2022).

In addition to the explanation of the eight types of intelligence and their theoretical basis, there are several key principles in the Dual Intelligence model that need to be understood. Armstrong (2008) identifies four key principles for educators. Gardner (1983) emphasized that every individual possesses all types of intelligences, though their levels of development may vary, with some excelling across multiple domains. He further argued that intelligences are not fixed traits but can be cultivated through appropriate stimulation and learning experiences. In practice, these intelligences function dynamically, interacting and complementing one another rather than working in isolation. This perspective underscores the multidimensional nature of intelligence, rejecting a single standard of measurement and recognizing that limitations in one domain do not preclude excellence in another (Susanto & Muis, 2024).

2. Discussion

a) Assessment Test with the Concept of Dual Intelligence in Arabic Language Learning

Assessment with the concept of Multiple Intelligences in Arabic language learning has been widely researched and applied. Through methods tailored to each intelligence, such as storytelling, drama, language games, or outdoor activities, learning becomes more fun and effective. Each

intelligence has the potential to be developed through specific methods that are relevant to the student's learning style. Thus, the application of the theory of multiple intelligences in learning not only improves student learning outcomes, but also shapes new learning experiences.

In order for Arabic learning to run optimally and comprehensively, teachers need to understand the characteristics of students' intelligence and develop more adaptive and varied learning methods. The application of the Dual Intelligence theory not only helps overcome the limitations of conventional methods, but also encourages the creation of a more inclusive, effective, and fun learning atmosphere in the learning environment. It should be noted by educators that assessment with the concept of Dual Intelligence in learning does not mean using all intelligences at once, but the collaboration of several intelligences.

Another example is the collaboration between linguistic intelligence and logical mathematical intelligence that can be applied to the learning of Arabic grammar material. Students may be asked to explain the I'rab of a sentence and explain the reason why the sentence is in such i'rab. This will develop students' ability to think cause and effect and develop theories that they already know about the problems they face. This method will also make students better understand grammar concepts because the learning they do is "*learning by doing".*

b) Example of a Multiple Choice Question: Non-Test Assessment with the Concept of Dual Intelligence in Arabic Language Learning

Tests are generally only used to provide information about cognitive abilities only. To measure affective and psychomotor abilities, an appropriate measuring tool is needed for it. In addition to the test, there is a measuring tool called a non-test. According to Hasyim, non-test assessments are assessments that measure students' abilities directly with real tasks in the learning process. In non-testing assessments, some intelligence can be collaborated in its implementation.

For example, the collaboration of linguistic intelligence and interpersonal intelligence in the form of Teams Games Tournament (TGT) to improve students' kalam skills. In its implementation, the TGT model provides opportunities for students to actively discuss in groups, teach each other, and test their understanding through educational competitions or competitions. This strategy succeeds in creating an interactive learning environment and motivates students to be more confident in speaking Arabic. These activities involving linguistic and interpersonal intelligence also help students who were previously less active to be more involved in the learning process.

Table 1. Examples of Non-Test Assessments on Cognitive Aspel

No	Competition Standards	Responses		Information
		1	0	
1	Conduct simple, contextually appropriate dialogue on topics appropriately and smoothly: في الصف والمكتبة، زيارة عائلة، في الطريق By paying attention to linguistic elements, text structure and cultural elements correctly and appropriately			1= Good
2	Convey a variety of simple verbal information about في الصف والمكتبة، زيارة عائلة، في الطريق By paying attention to linguistic elements, text structure and			0 = Not Good

	cultural elements correctly and appropriately	
3	Crafting simple spoken and written text to reveal topic-related information في الصف والمكتبة، زيارة عائلة، في الطريق By paying attention to linguistic elements, text structure and cultural elements correctly and appropriately	
4	Total	

The form of instruments in non-test assessments can use journals, observations, self-assessments, and portfolios. A journal is an educational record inside and outside the classroom that contains information on the results of observations about students' strengths and weaknesses related to attitudes and behaviors. Observation assessment is an assessment in the form of observation of students' daily attitudes and behaviors using a format that contains a number of observed behavioral indicators. Self-assessment is used to reinforce the progress of the student learning process. Self-assessment plays an important role in line with the shift of the learning center from teacher to student based on the concept of independent learning. A portfolio is a collection of a student's work as a result of the execution of a performance task defined by the teacher or by the student with the teacher, as part of an effort to achieve a learning objective, or to achieve a competency defined in the curriculum. Of course. Here is a summary of the implications, findings, conclusions, and limitations from the provided text, presented in paragraph form in English.

The study successfully provides a comprehensive descriptive analysis of Howard Gardner's Theory of Multiple Intelligences (MI). The key findings include a detailed breakdown of the eight intelligences (linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist), outlining their characteristics, associated professions, and cognitive processes. Furthermore, the research synthesizes the core principles of the MI model, establishing that every individual possesses all intelligences, that they can be developed, that they interact dynamically with each other (through mechanisms like disorders, compensation, and catalyst), and that they are multidimensional, meaning intelligence cannot be measured by a single metric.

The findings carry significant theoretical and practical implications for education, particularly in Arabic language learning. Theoretically, they reinforce the paradigm shift from a uniform, IQ-based view of intelligence to a more personalized and student-centered approach that recognizes diverse cognitive profiles. Practically, this implies that educators must move beyond conventional methods. Teachers are implored to identify students' dominant intelligences and design differentiated instruction using varied methods like storytelling, drama, and language games. Crucially, assessment must evolve from standardized tests to incorporate authentic, non-test instruments such as observations, portfolios, self-assessments, and strategies like the Teams Games Tournament (TGT) to evaluate a broader range of skills and intelligences fairly.

In conclusion, the study establishes that the application of the Multiple Intelligences theory offers a robust, inclusive, and effective framework for enhancing Arabic language education. By tailoring teaching methods and assessment strategies to align with students' unique intelligence profiles, educators can create more engaging, adaptive, and effective learning experiences. This approach not only aims to improve cognitive outcomes but also fosters a more positive and empowering classroom environment that helps each student maximize their inherent potential.

The primary limitation of this study stems from its research method. As a descriptive-qualitative library research study, its analysis is entirely based on a review of existing literature rather than empirical data collected from a real-world classroom setting. Consequently, the validity and practical effectiveness of the proposed assessment instruments and teaching strategies (e.g., using TGT for speaking skills) remain theoretical and untested. The research does not provide primary evidence or measurable results on how implementing an MI-based approach directly impacts student learning outcomes in Arabic language acquisition.

D. Conclusion

This study concludes that the application of authentic assessment based on Multiple Intelligences (MI) Theory offers an inclusive and effective framework for improving the outcomes and engagement of Arabic language learning by tailoring materials and assessments to students' dominant intelligence profiles, thereby addressing the gap in previous research which lacked focus on the evaluation aspect. Although it provides contributions in the form of differentiated assessment instrument examples (such as creative projects and Teams Games Tournament), these findings have limitations as they have not been empirically tested due to the literature study method used. Therefore, the main implication for future research is to test the validity and effectiveness of these instruments in real classroom settings and to develop comprehensive teacher training programs to identify MI profiles and implement more adaptive assessment strategies.

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