



Analysis of Multiple Intelligences in 'Arabiyah Baina Yadaik Book

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Abstract: This study aims to describe the analysis of multiple intelligences in the book 'Arabiyah Baina Yadaik. The research approach is qualitative, specifically library research. The analysis technique used is content analysis. The content analysis used is a qualitative content analysis approach. The data collection process is a literature study analysis of the book by reviewing learning materials and practice questions, analyzing the suitability of the book with aspects of multiple intelligences, then describing the results of the analysis and providing conclusions with suggestions. Based on the results of the research, the distribution of multiple intelligence aspects in the book is still uneven. Analysis of learning activities, materials, and practice questions in the book shows the highest intelligence is linguistic intelligence. The middle intelligence category includes spatial, interpersonal, and logical-mathematical intelligence. The lowest intelligence mentioned is existential intelligence. The book does not mention intrapersonal, kinesthetic, musical, or naturalistic intelligences at all. The four intelligences not mentioned in the book can be raised and developed by a teacher through learning activities in the classroom and outside the classroom with various methods, strategies, and more intriguing learning models.

Keywords: *Multiple Intelligences, Textbook, Arabiyah Baina Yadaik*

INTRODUCTION

Intelligence is a term that is quite complicated to define and has led to different understandings among scientists. Each scientist has a unique way of describing intelligence, so it is full of variations in meaning. Colvin defines intelligence as the ability to learn (Corazza & Lubart, 2021). Fritz, on the other hand, defines it in a broader and more complex way. He describes intelligence not only as the ability to learn quickly, but by including several abilities: the ability to think productively, the ability to learn quickly and learn from experience, the ability to evaluate and judge, the ability to understand complex ideas, the ability to adapt to new or changing environments, and even the ability to understand relationships (Yaumi & Ibrahim, 2016).

Intelligence is often thought of in terms of academics or school subjects such as math, language, science, and social studies. It is also often associated with high test scores or high-class rank. Many people assume that individuals with high math and verbal scores are

intelligent (Blasco et al., 2022). In addition, a person's intelligence can only be measured by the Intelligence Quotient (IQ) test. According to Thomas Armstrong, the IQ test focuses only on the cleverness of numbers or words, but tends to ignore other things such as music, art, nature, and social-emotional skills. In fact, there are many other indicators that show the intelligence of each individual. Dr. Howard Gardner, a psychologist and professor of education at Harvard University, is one of the scientists who disagreed with the idea that IQ is the best measure of intelligence (Savitri, 2019).

According to Howard Gardner, intelligence is not just one general type and several specialized types, but several specialized intelligences that are completely independent. These specialized intelligences are known as multiple intelligences, which include different aspects of intelligence that stand independently. This view contrasts with the traditional concept of intelligence as a unit of intellectual ability that can only be measured by IQ tests (Jalaluddin, 2018). In his book, "Frames of Mind: The Theory of Multiple Intelligences", Gardner proposes seven

basic types of intelligence (Gardner, 1983). Later, in his book entitled "Intelligence Reframed", Gardner added two new intelligences, bringing the total to nine intelligences (Gardner, 1999).

The study of Howard Gardner's theory shows that intelligence is not limited to cognitive aspects. Other aspects of human potential can also produce their respective intelligences (Gardner, 1983). This is in line with the educational goals set by the Law of the Republic of Indonesia No. 20 of 2001, which states that education is a planned and conscious effort to create a learning environment and learning process that allows students to actively develop their potential. These goals include the development of religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for oneself, society, nation, and state (Rulam, 2014). The learning process that takes place in the classroom, where there is a relationship between teachers and students, is not only oriented towards the ability to master the material alone, but also towards the development of students' intelligence (Sarbanini & Hasanah, 2021).

The theory of multiple intelligences contributes greatly to the world of education by suggesting educators to understand the intelligence conditions of each learner. This allows educators to provide appropriate learning. The quality of education is not only seen from the mere organization of education, but the quality of education, both in terms of input, output, process and outcome. A quality education process is a quality learning process (Wulandari, 2018). Choosing the right teaching materials is one of the strategies to present an interesting, meaningful, and able to pay attention to the individual differences of students.

Textbooks are a type of instructional material often used in classroom learning. Textbooks provide structured and comprehensive information about a field of study and are usually used as required references in certain subjects. The use of textbooks in education helps to ensure that all students have access to the same content that is consistent with the applicable curriculum. Textbooks are also an important tool for teachers to design systematic and purposeful learning (Fan, 2021). They provide a rich source of subject matter, are easy to read, and vary according to learners' interests and needs. Therefore, good quality textbooks are needed to support the success of the teaching and learning process (Walfajri, 2019). Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 8 of 2016, textbooks are the main learning resources planned to achieve basic and core competencies and declared feasible by the Ministry of Education and Culture for use in educational units. As a medium and source of learning, these textbooks have great potential to facilitate the different intelligences possessed by learners (Zainab,

2021). Therefore, it is very important to be careful in selecting textbooks as teaching materials to meet the different learning needs of students. Teachers should select books that support all nine types of multiple intelligences.

The textbook contains intelligence in each activity, for example, in the activity of "observing" the intelligence that appears is visual intelligence. And in this case, the author will analyze the multiple intelligences contained in the textbook 'Arabiyah Baina Yadaik (ABY) 1 Volume 2 in Arabic language learning. Because, this ABY book is a textbook that is widely used as a support in learning Arabic. The book is a handbook used in learning Arabic for all levels, compiled by language experts who are competent in their fields. At the beginning of its publication, it consisted of only four volumes, but now the book has become eight volumes because each volume is divided into two. And in this paper, the author specifies to analyze ABY book 1 volume 2 (Syarifah, 2020).

In the concept of Multiple Intelligences developed by Howard Gardner, effective learning should be able to accommodate different types of intelligence so that each learner can understand the material in a way that suits their learning style. Each individual has different intelligence tendencies, such as linguistic, logistic-mathematical, visual-spatial, interpersonal, intrapersonal, musical, kinesthetic, and naturalist intelligence. Therefore, textbooks should ideally be designed to develop these various intelligences in a balanced way, so that all students have an equal opportunity to understand and master the material.

However, in the book Arabiyah Baina Yadaik, the distribution of intelligence representation is still a question that needs further analysis. The main issue in this study is the extent to which different types of intelligence are accommodated in the book, as well as whether there are certain intelligences that are more dominant than others. If the book focuses more on linguistic intelligence, for example by presenting grammar exercises, text comprehension, and translation as the main method of learning, then participants who are trained with other intelligence tendencies may have difficulty in understanding the material optimally. Likewise, if this book relies more on logical-mathematical intelligence, for example with systematic language structure patterns and analysis of language rules, then students with other intelligences, such as visual-spatial or kinesthetic, may not get the maximum learning experience.

The purpose of the study is none other than to analyze multiple intelligences in the book 'Arabiyah Baina Yadaik is to identify and evaluate how the concept of multiple intelligences is applied or accommodated in the Arabic learning materials in the book. By examining aspects of intelligence such as linguistic, logical-mathematical, spatial, musical, kinaesthetic, interpersonal,

intrapersonal, and naturalistic intelligences, this research can provide an understanding of the effectiveness of the book in meeting the different learning needs of learners. The results of this analysis can also help teachers and educational institutions in adapting learning approaches that are more inclusive and effective, as well as help learners find appropriate learning styles to improve their Arabic language skills.

The difference between this research and previous research such as Siti Zainab's research entitled "Representation of Multiple Intelligence Types in Physics Textbooks for Junior High School Class VII" lies in the subject, purpose, and context of the application of multiple intelligences theory. The research on Arabiyah Baina Yadaik focuses on Arabic language learning books, which are foreign language materials. ABY is used to learn Arabic, which requires the development of language skills such as speaking, listening, reading, and writing. Research tends to identify intelligences relevant to language, such as linguistic, interpersonal, and other intelligences. Therefore, this study emphasizes how the book accommodates different intelligences to support language and communication skills. On the other hand, the physics textbooks that Siti Zainab researched focused on developing the skills of understanding scientific concepts, problem solving, and reasoning, which are relevant to logical-mathematical and spatial intelligences.

Most research on the book Arabiyah Baina Yadaik has so far focused on linguistic aspects, such as grammatical structure (qawā'id), vocabulary, as well as the effectiveness of the Arabic learning methods used in the book. The research approaches that have been done generally assess how the book helps in grammatical and communicative language acquisition, but not many have explored how the material in the book accommodates different types of intelligence in accordance with the theory of Multiple Intelligences. Therefore, this study offers novelty by analyzing the book Arabiyah Baina Yadaik from the perspective of the representation of various intelligences, not only linguistic intelligence. By examining the extent to which the book makes room for other intelligences, such as logical-mathematical, visual-spatial, interpersonal, or kinesthetic, this study can provide new insights into how inclusive the book is in supporting diverse learning styles.

In addition, this study not only examines whether the book Arabiyah Baina Yadaik supports linguistic intelligence, but also analyzes how evenly distributed other intelligences are, such as logical-mathematical, visual-spatial, and interpersonal. With this approach, the research can identify whether the book has been designed to accommodate various learning styles, or if it is more likely to favor certain types of intelligence. If it is found that intelligences such as visual-spatial and mathematical logical do not get an adequate portion, then this can be an

indication of an imbalance in the distribution of intelligence that needs to be corrected. This imbalance has the potential to limit the effectiveness of learning for learners who have dominant intelligences other than linguistic or visual-spatial. Therefore, the results of this study can be used as evaluation material for textbook developers in compiling materials that are more balanced and inclusive, so that they can reach more types of intelligence. Thus, this research contributes to the preparation of Arabic learning strategies that are more adaptive, holistic, and in accordance with the principles of Multiple Intelligences-based learning.

METHOD

The research approach used in this research is a qualitative approach with the type of library research or literature study. In this case, the researchers used descriptive methods to analyze the data. Descriptive research aims to systematically, accurately, and factually describe a state or system of thought that relates to the facts, characteristics, and relationships between phenomena (Nazir, 2005). Therefore, the descriptive method was used to describe how multiple intelligences appear in ABY's book. This analysis was conducted by examining data from books and journals and then comparing them with the content contained in ABY's book. The researcher used the content analysis technique to evaluate the book. This technique is generally used in qualitative research (Mudhajir, 1991). Content analysis is an evaluation method used to draw conclusions by identifying message characteristics in an objective and structured manner (Moleong, 2008).

The steps in this study include: first, the researcher collects data on the theory of multiple intelligences; second, the researcher determines the object of research, namely the book 'Arabiyah Baina Yadaik 1 Volume 2; third, the researcher compiles the indicators to be analyzed; fourth, the researcher presents the data that has been analyzed and links it to the theory obtained. As a literature review, the data is divided into primary sources and secondary sources. Primary sources are the main references for this research, which include ABY textbooks and several books and journals on multiple intelligences. Secondary sources, on the other hand, serve as additional and supplementary references and consist of several books and journals that are indirectly related to the topic of this research (Sugiono, 2015). The data collection technique here is to conduct a preliminary search of references from books and scholarly journals, as well as discussions with colleagues to obtain suggestions and input related to the results of the analysis of ABY Book 1 Volume 2.

RESULT AND DISCUSSION

The book 'Arabiyah Baina Yadaik 1 Volume 2 consists of 8 materials with 8 thematic units and each unit consists of 6 lessons. So one book consists of 48 lessons. Each lesson has 45 minutes and there are 3000 lessons in each book. Learning in the ABY book is implemented through several activities included, 1) readings (al-muthâla'ah) such as hiwâr and mufradât 2) Arabic language rules (qawâ'id al-Lughah al-'Arabiyah) such as tarôkîb an-nahwiyyah 3) exercises (at-tadribât) and 4) stages of presentation of learning materials such as learning the elements of three language elements, The three elements of language are aswâ, mufradât, and tarâkîb an-nahwiyyah and then supplemented by learning four language skills consisting of mahârah istimâ', mahârah kalâm, mahârah qirô'ah, and mahârah kitâbah. In addition, the book also provides an introduction to the sound system contained in the recording cassette as well as the text with the reference 'unzur, wastami', wa a'id (look, listen, and imitate) (Hidayat, 2019). Citing the results of Dian & Maharani's research (2019), each learning activity in a student book contains and develops intelligence in each student, but not all of the nine intelligences, only some of them. There is also no explanation of which intelligence is included, but each intelligence is reflected in each learning activity in the book (Kusumaningtyas & Kumalasani, 2019).

Based on the results of the analysis conducted by the researcher, it can be seen that there are 442 learning activities in the book, which in general there are four plural intelligences that can be developed in each learning activity in it. This can be seen through the learning activities in the form of learning materials and exercises. In hiwârât الحواريات it is not explained to contain and develop which intelligence, but certainly contains language intelligence, even not only contains language intelligence but also contains interpersonal intelligence because there is a relationship between two or three speakers. Likewise, in mufradât, tarôkîb an-nahwiyyah, and at-tadribât, which contain not only language intelligence, but also contain other intelligences such as spatial intelligence because they contain pictures and certain shapes to be understood, contain logical mathematical intelligence because they contain exercise questions with data to see patterns of relationships to be correctly connected, and contain interpersonal intelligence because they exchange questions and answers with their classmates or other friends.

In addition, the distribution of intelligence in this book shows that although linguistic intelligence dominates, other intelligences still get a significant portion in the learning process. The hiwârât (الحواريات) activity not only trains the ability to speak and understand Arabic but also develops interpersonal intelligence through dialogic interactions that encourage students to communicate effectively. Similarly, in mufradât (المفردات), students not

only memorize vocabulary but also associate it with specific images or contexts, which develops spatial intelligence. In tarôkîb an-nahwiyyah (التركييب النحوية), understanding grammatical structures and sentence patterns requires systematic thinking which is closely related to logical-mathematical intelligence. As in at-tadribât (التدريبات), various types of exercises, such as composing sentences, answering questions based on the text, or analyzing patterns in Arabic, help strengthen understanding by involving logical and interpersonal aspects. Thus, this book has the potential to accommodate multiple intelligence-based learning, although it still needs further analysis regarding the balance of intelligence distribution to make it more optimal for all student learning styles.

In the book, the researchers present the results of the analysis of each topic included in the material unit:

INTELLIGENCE INDICATORS OF EACH STUDY MATERIAL IN THE BOOK ARABIYAH BAINA YADAIK 1 VOLUME 2

A. Learning Material الحواريات (Hiwârât)

In the material of الحواريات (hiwârât) or conversation, there are two aspects of intelligence that can be developed, namely linguistic intelligence (linguistic-verbal) and interpersonal intelligence. The book presents 27 materials of الحواريات (hiwârât).

Intelligence Indicators in the Material الحواريات

1. Language Intelligence Indicator

- Students can identify and pronounce the sounds of Arabic letters and words.
Example: In the dialog, التَّسْوُوقُ students are asked to pronounce words like مَرْحَبًا، أَيَّ خِدْمَةٍ with correct tajweed and makhraj.
- Students are able to understand Arabic conversational texts literally.
Example: In a dialog about الْجَوُّ, students explain the content of the dialog text about weather in front of the class.
- Students can distinguish between different types of sentences (statements, questions, orders) in Arabic conversation.
Example: In the dialog الناس والأماكن, students identify question tenses (أين تسكن الآن؟), and statements (أَسْكُنُ (في القرية).
- Students can comprehend the main idea and important details of an Arabic conversation.
Example: In the conversation الهوايات, students summarize the main information such as the name, the type of hobby chosen, and the amount of practice to improve the skill.
- Students can express ideas, thoughts and feelings orally in Arabic.

Example: In the dialog الحج والعمرة, students express their views on Hajj and Umrah with sentences like مكة والمدينة هما مدينة جميلة والمطمئنة.

- Students can put Arabic words together in simple sentences with the correct structure.

Example: After learning the dialog about السفر, students create a short story about their trip using simple Arabic sentences.

- Students can communicate with others fluently in Arabic.

Example: In a practice session, students play the roles of customers and sellers in a التَّسَوُّق dialog without reading the text.

2. Interpersonal Intelligence Indicator

- Students can communicate effectively with interlocutors using conversational texts contained in the الحوارات (hiwârât) material.

Example: In the conversation الحج والعمرة, students simulate the preparations before going for Hajj and Umrah.

- Students can socialize well with peers through conversational texts contained in the الحوارات (hiwârât) material.

Example: Students practice introducing themselves and asking about the other person's hobbies in a small group.

- Students will be able to work well in groups when doing Arabic conversation activities such as role-playing, simulations, or discussions.

Example: In the التسوق simulation, one student acts as the seller and the other as the buyer, taking turns asking and answering questions.

- Students can build good relationships with peers through conversational texts included in the الحوارات (hiwârât) material.

Example: In a role play about الناس والأماكن, students practice asking questions about introducing themselves and where they live in Arabic.

- Students are confident in interacting and communicating in Arabic.

Example: In the السفر practice session, students speak without text in a conversation about weekend plans.

- Students will demonstrate a friendly, open and welcoming attitude when interacting with others.

Example: In class dialogs, students practice using polite expressions such as شكرًا جزيلًا and من فضلك to build good interactions.

- Students are able to read and adapt to social situations.

Example: In formal and informal conversation exercises, students adjust body language and word choice when speaking with peers or elders.

B. Learning Material المفردات (Mufradât)

In the material of المفردات (mufradât) or Arabic vocabulary, there are two aspects of intelligence that can be developed, namely linguistic intelligence (linguistic-verbal) and spatial intelligence. The book presents as many as 30 المفردات (mufradât) materials.

Intelligence Indicators in the Material المفردات

1. Language Intelligence

- Students will be able to memorize and recall Arabic vocabulary with ease.

Example: The teacher introduces vocabulary about buying and selling such as ريال (one rial), يشتري (buy), and ثوب (shirt) with repetition techniques and charades.

- Students can distinguish between vocabulary in the form of مفرد and جمع.

Example: In مفرد and جمع lessons, students match the word قميص (one shirt) with قماص (many shirts) and the word ثوب (one shirt) with its antonym ثياب (many shirts).

- Students will be able to use Arabic vocabulary in the right context.

Example: After learning the vocabulary about buying and selling, students make sentences like سأشتري القميص الأزرق (I will buy a blue shirt).

- Students understand how Arabic words are formed and changed

Example: In verb material, students learn how the root اشترى changes into مشتري (buyer) and اشترء (groceries).

- Students will be able to use a variety of appropriate Arabic vocabulary according to the picture shown.

Example: Students make sentences based on the market picture, such as نذهب الى السوق الآن (we are going to the market now).

- Students will be able to produce complex and narrative Arabic sentences.

Example: After learning the vocabulary about الجو, students are asked to make a short story about the weather that happened yesterday in Arabic.

- Students will have a rich Arabic vocabulary.

Example: The teacher gives a list of new words every week and asks the students to use them in daily conversation, such as أنا أذهب إلى السوق كل يوم جمعة (I go to the market every Friday).

2. Spatial Intelligence

- Students remember new Arabic vocabulary through pictures of objects, places, colors or activities in the book.

Example: To introduce the vocabulary of الهوايات, pictures of الفروسية (riding), السباحة (swimming), and كرة القدم (playing soccer) are shown to make it easier for students to remember.

- Students are able to understand and digest pictures of objects, places, colors or activities related to Arabic vocabulary.

Example: In a color lesson, students match the words أحمر (red), أزرق (blue), and أخضر (green) with pictures of objects that have that color.

- Students will be able to respond correctly to the pictures in the book using Arabic.

Example: Students look at a picture of a market and name the objects in it in Arabic, such as ثوب (shirt), قميص (shirt), and المعطف (suit).

C. Learning Material التراكيب النحوية

In the material of التراكيب النحوية (tarōkīb an-nahwiyyah) or grammatical Arabic, there are two aspects of intelligence that can be developed, namely linguistic intelligence (linguistic-verbal) and mathematical-logical intelligence. The book presents 8 materials of التراكيب النحوية (tarōkīb an-nahwiyyah).

Intelligence Indicators in Materials التراكيب النحوية

1. Language Intelligence

- Students can identify the forms of خبر and مبتداء. Example: there is a grammatical summary by presenting some examples of خبر and مبتداء such as هذا هذه صحيفة عربي and طابع هندي.
- Students can identify the form of ضمير متصل (هـ-ها) connected to the فعل مضارع. Example: there is a grammatical summary by presenting some examples of فعل مضارع connected with ضمير متصل (هـ-ها) such as تركته في الغرفة and تركزها في البيت.
- Students can identify the forms of مفعول and فاعل, فعل. Example: there is a grammar summary by presenting some examples of مفعول به and فاعل such as سمعت الأذان and أكلت الفاكهة.
- Students can identify the use of حرف الجر. Example: there is a grammatical summary by presenting examples of حرف الجر such as في الحقيبة and إلى السوق.
- Students can identify فعل مضارع مسند لواو الجماعة. Example: there is a grammatical summary by presenting examples of فعل مضارع مسند لواو الجماعة such as ستقرون الكتب and ستقضون عطلة الصيف.
- Student can identify النفي بلا. Example: there is a grammar summary by presenting some examples of النفي بلا such as لا أنا ماليزية and لا هي سورية.
- Student can identify الضمير المتصل هـ-ها مع النفي. Example: there is a grammar summary by presenting some examples of الضمير المتصل هـ-ها مع النفي such as ماقرأته and ماقرأته.

2. Logical-Mathematical Intelligence

- Students can understand the count of one to fifteen. Example: there are Arabic counting materials from 1 to 11 such as خمسة عشرة and أحد عشرة.

- Students can understand additional counts using Arabic.

Example: there is additional counting material such as 10+80=90 (تسعون).

- The learner will be able to identify verb change patterns based on time, person and gender.

Example: there is a grammatical summary by presenting several examples of identifying verb change patterns based on time, person, and gender such as هذه صحيفة عربي and هذا طابع هندي.

- Students will be able to understand and apply grammatical rules consistently, such as i'rab rules, etc.

Example: there is a grammatical summary presenting some examples of word ending changes in sentences such as في السوق.

- Students will be able to understand Arabic sentence structures such as the order of fi'il, fa'il, maf'ul, etc.

Example: there are several sentences with different order, such as:

قرأ الطالب الكتاب (The student reads the book - order fi'il - fa'il - maf'ul).

الطالب قرأ الكتاب (The student reads the book - the subject is mentioned first).

الكتاب قرأ الطالب (The book is read by the student - the object comes first).

Students are asked to identify and compare the order patterns in each sentence.

D. Learning Material التدريبات (at-tadribât)

In the material of التدريبات (at-tadribât) or exercises, there are four aspects of intelligence that can be developed, including verbal intelligence (linguistic-verbal), mathematical-logical intelligence, spatial intelligence, and interpersonal intelligence. The book presents as many as 460 التدريبات (at-tadribât) materials.

Intelligence Indicators in the Material التدريبات (at-tadribât)

1. Language Intelligence

- Students will be able to answer questions correctly. Example: In the exercises of each chapter there is an Arabic text or conversation text and students are told to answer some questions according to the content of the conversation text.
- Students will be able to understand the meaning of vocabulary and choose the right word in the context of the sentence. Example: In the exercises for each chapter, there are random vocabulary words and students are told to connect the random vocabulary words into appropriate sentences.
- Students will be able to construct grammatically correct sentences that demonstrate an understanding of sentence structure.

Example: In the exercises for each chapter, students are asked to fill in the missing sentences with the correct sentence structure according to Arabic grammar.

- Students will be able to read Arabic reading texts on the topic being studied, which will help students to understand how the language is used in a wider context.

Example: In the exercises of each chapter, there is an audio conversation and students are told to listen and then answer questions (correct or not) according to the content of the audio.

2. Logical-Mathematical Intelligence

- Students will be able to identify the mufrad or plural form of vocabulary.

For example: in each exercise, students are asked to identify vocabulary, including mufrad or plural vocabulary.

- Students will be able to understand how sentences are formed in Arabic, including جملة اسمية and جملة فعلية. Example: In the exercises for each chapter, students are asked to identify a sentence that belongs to جملة اسمية or جملة فعلية.

- Students will be able to analyze the structure of Arabic text, identify the main idea, and draw conclusions.

Example: After reading a short paragraph, students are asked to explain the main idea in one sentence.

- Count, arrange numbers, and perform simple mathematical operations in an Arabic context. Example: Students answer questions in Arabic such as كم ثمن القميص؟ (How much does a shirt cost?).

- Students are able to connect letters into vocabulary with the right writing

Example: Students are given letter patterns:

ي-ن-ح-ف
ن-ح-ي-ف
نحيف

3. Spatial Intelligence

- Students will be able to associate pictures with Arabic vocabulary.

For example: in the exercises for each chapter, there are several pictures and several vocabulary words and students are told to connect the vocabulary words that match the pictures.

- Students will be able to look at a picture and make a simple sentence about the picture.

Example: in the exercises of each chapter there are several pictures and students are told to make simple sentences related to the pictures.

- Students will be able to understand the content of Arabic reading more easily from pictures than from text.

Example: There are several pictures and students are told to fill in the missing sentences according to the order of the pictures.

4. Interpersonal Intelligence

- Students will be able to build good relationships with peers when answering questions.

Example: Students work in groups to compose a dialog in Arabic and practice it in front of the class.

- Students will be able to informally teach other friends.

Example: Students who already understand a certain grammar concept are asked to explain it to a friend who does not understand.

- Students will be able to empathize and care for others when answering questions.

Example: The teacher asks a question like ماذا هوايتك؟ (What is your hobby?). The student answers with a solution such as هوايتي كرة القدم (my hobby is playing soccer).

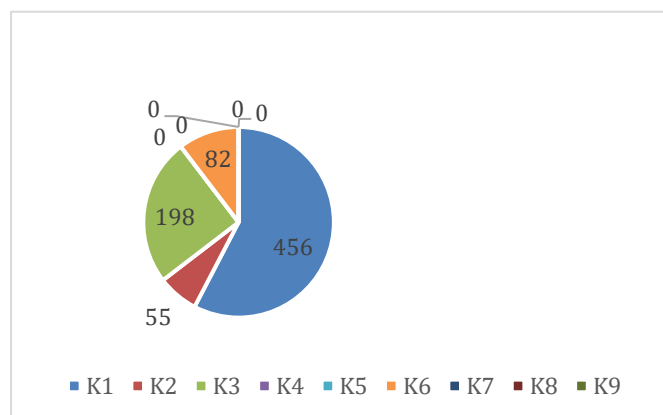
**INTELLIGENCE TABLE OF VARIOUS LEARNING MATERIALS IN THE BOOK
'ARABIYAH BAINA YADAIK 1 VOLUME 2**

Type of Intelligence	Hiwârât (الحوارات) - Conversation	Mufrad ât (المفردات) - Vocabulary	Tarôkî b an- Nahwîy yah (التركيب) - Grammar Structure	At- Tadri bât (التدريب) - Exercise	Description
Language Intelligence	✓ Dominant	✓ Dominant	✓ Dominant	✓ Dominant	Main focus in all materials
Logical-Mathematical Intelligence	✗ Minimal	✗ Minimal	✓ Available	✓ Big enough	More visible in grammar exercises
Visual-Spatial Intelligence	✗ Terbatas	✓ Big enough	✗ Minimal	✓ Available	Using pictures as learning aids
Interpersonal Intelligence	✓ Dominant	✗ Minimal	✗ Minimal	✓ Big enough	Present in conversations and group exercises

Type of Intelligence	Hiwârât (الحوارات) - Conversation	Mufradât (المفردات) - Vocabulary	Tarôkî b an- Nahwîy (التركيب النحوي) - Grammar Structure	At-Tadri bât (التدريب) - Exercise	Description
Kinesthetic intelligence	Absent	Absent	Absent	Absent	No movement-based activities
Musical Intelligence	Absent	Absent	Absent	Absent	No language songs or rhythms
Intrapersonal Intelligence	Absent	Absent	Absent	Absent	No individual reflective practice
Naturalistic intelligence	Absent	Absent	Absent	Absent	Nothing to do with natural phenomena

The table above illustrates that linguistic and interpersonal intelligences are dominant in this book, while kinesthetic, musical, intrapersonal and naturalistic intelligences are not represented. This shows that Arabiyah Baina Yadaik focuses more on text-based and verbal interaction methods, while other practical and reflective aspects of learning receive less attention.

INTELLIGENCE DISTRIBUTION OF VARIOUS LEARNING MATERIALS IN THE BOOK 'ARABIYAH BAINA YADAIK 1 VOLUME 2



In Figure 1, it can be seen that various materials in the book 'Arabiyah Baina Yadaik contain Multiple Intelligences as detailed below:

- K1: Linguistic Intelligence (linguistic-verbal) = 456%
- K2: Mathematical-Logical Intelligence = 55%
- K3: Spatial Intelligence = 198%
- K4: Kinesthetic Intelligence = 0%
- K5: Musical Intelligence = 0%
- K6: Interpersonal Intelligence = 82%
- K7: Intrapersonal Intelligence = 0%
- K8: Naturalist Intelligence = 0%
- K9: Existential Intelligence = 0%

Based on the distribution of intelligences, it also shows that linguistic and interpersonal intelligences are dominant in this book, while kinesthetic, musical, intrapersonal and naturalistic intelligences are not represented at all. This suggests that Arabiyah Baina Yadaik focuses more on text-based and verbal interaction methods, while other aspects of practical and reflective learning receive less attention.

Based on the analysis, the book Arabiyah Baina Yadaik shows that the four main intelligences developed in the learning materials are linguistic, logistic-mathematical, visual-spatial, and interpersonal intelligences. However, some other intelligences such as kinesthetic, musical, intrapersonal, and naturalist seem to be less accommodated in this book.

- Kinesthetic Intelligence: There are no activities that involve direct physical movement, such as interactive games, simulations, or physical activity-based role plays. The book focuses more on text-based exercises and verbal comprehension.
- Musical Intelligence: There are no Arabic intonation, song, or rhythm-based materials or exercises that can help students understand pronunciation musically.
- Intrapersonal Intelligence: The materials in the book emphasize social interaction through dialogue, without much room for individual reflection or independent thinking-based exercises.
- Naturalist Intelligence: There is no material that connects Arabic learning with the environment, nature, or natural phenomena, so this aspect has not been developed in this book.

This shows that the results of analyzing the content of multiple intelligences in the ABY 1 Volume 2 book from all materials and all thematic units show that among the nine multiple intelligences, four intelligences are included and developed, namely, linguistic intelligence, spatial intelligence, logical-mathematical intelligence, and interpersonal intelligence. The most dominant intelligences are linguistic and spatial. The less common intelligences are logical-mathematical intelligence and interpersonal intelligence. Meanwhile, five other intelligences do not appear in any learning activities in the book, such as kinesthetic intelligence,

musical intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence.

The four types of intelligence described in ABY's book can be expanded by a teacher by applying different methods, strategies, and learning models that are more interesting and not monotonous (Ahsani, 2020). And for the other five intelligences that do not appear in the learning activities in the book, they can be applied by themselves by adding some learning activities that can be done in the classroom or outside the classroom. Listening to Arabic music can be done to improve musical intelligence as well as enriching Arabic vocabulary to improve linguistic intelligence, playing educational games and clapping when students get bored to improve kinesthetic intelligence and interpersonal intelligence, inviting students to recreation to zoos or flower gardens and other tourist attractions and then inviting them to feed animals while telling them to name the animals using Arabic to improve naturalistic intelligence and also enriching Arabic vocabulary to improve linguistic intelligence.

The Arabiyah Baina Yadaik (ABY) book is one of the learning materials that not only focuses on improving Arabic language skills in the four main skills - listening, speaking, reading and writing - but is also designed to stimulate the student's brain development as a whole (Syarifah, 2020). The materials in this book can develop the multiple intelligences that every child has, in line with the theory of multiple intelligences proposed by Howard Gardner. In the context of language learning, this book integrates various aspects of multiple intelligences that enable students to understand learning materials more effectively and meaningfully (Gardner, 2011).

Each activity in the book is designed to maximise the intelligence potential of each student. Through a variety of learning activities, the book aims to develop intelligences such as verbal-linguistic, visual-spatial, mathematical-logical and interpersonal. This approach allows students with different types of intelligence to feel more involved in the learning process and to understand the Arabic material presented more easily (Sternberg & Grigorenko, 2000). In addition, the range of activities presented can help students to discover and optimise their intellectual strengths.

With this multi-intelligence approach, ABY books provide opportunities for each student to learn according to his or her particular intelligence. For example, students with high visual-spatial intelligence can learn through activities involving pictures, patterns and colours presented in the book. Students with high mathematical intelligence can learn the qawaid arrangement or counting with Arabic. Similarly, students with high verbal-linguistic intelligence will more easily understand and master vocabulary and language structures through listening and speaking activities. This is in line with the principle that

students comprehend lessons more effectively when the material presented matches their learning style and dominant intelligence (Armstrong, 2009).

In addition to providing a variety of learning activities, ABY books also emphasise the importance of motivation and reinforcement to help students persist and succeed in learning Arabic. With the right motivation, students are more likely to engage in the learning process, while reinforcement can help them maintain interest in the material and improve academic performance. According to research conducted by Schunk and his colleagues, providing appropriate motivation can increase students' confidence in learning, especially in areas that may be new or challenging for them, such as Arabic (Schunk, Pintrich, & Meece, 2008).

Based on the results of the analysis of the ABY 1 Volume 2 book, it can be concluded that this book has successfully integrated elements of multiple intelligences in Arabic language learning, although not all multiple intelligences can be optimally accommodated. This research shows that the Arabiyah Baina Yadaik book not only aims to improve Arabic language skills, but also pays attention to the development of different types of intelligence that can help students to understand the material better. However, more research is needed to explore the multiple intelligences that have not been well considered so that the development of the material in this book can be more optimal (Sulaiman, 2020). It is hoped that further research can explore intelligence indicators in more detail so that the benefits of this book as a medium for developing intelligence in Arabic language learning can be maximised.

CONCLUSION

Based on the analysis of the content of multiple intelligences in the book Arabiyah Baina Yadaik 1 Volume 2, it is found that this book generally accommodates four types of intelligence. However, not all of these intelligences are optimally developed. The uneven distribution of intelligences shows that this book is still more oriented towards conventional learning methods that emphasize on understanding Arabic grammar and systematic patterns, thus less supporting more diverse learning styles. Therefore, this study provides recommendations for teaching material developers to design books that are more accommodating to various intelligences, in line with the concept of Multiple Intelligences, so that the effectiveness of Arabic learning can be further increased, especially for learners with dominant intelligence outside the linguistic aspect. In addition, this study also confirms that Arabiyah Baina Yadaik not only presents Arabic learning materials that focus on the four language skills, but also has the potential to develop multiple intelligences. However, previous studies have not specifically examined this aspect. Therefore, this study opens up opportunities

for further research that can explore the intelligence indicators in this book in more detail and depth.

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