

Arabic Reading Book Based on Multiple Intelligences for Non-native Speakers (Case Study at UNIDA Gontor, Indonesia)

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ABSTRACT

Learning Arabic for non-native speakers requires innovation and special treatments, especially in learning Arabic for academic purposes. An example is Arabic language learning for students of Management Department. Students at the university must have qualified Arabic language competence in order to learn Arabic specifically in the field of management. So, learning tools are needed to fulfill this. These devices can be learning media, strategies, evaluations, methods, teaching materials, or others. In this field, researchers try to present special Arabic books for students of the Management Department. This research aims to find out the specifications of reading books to improve Arabic reading comprehension based on Multiple Intelligence theory and how effectively this book is applied to improve the reading comprehension of student of Management Department at the University of Darussalam Gontor. This research uses R&D method. Methods used for data collection are interviews, questionnaires, tests and written documents, while the analysis used is t-Test data analysis. The result of this research is a textbook that is compiled based on the theory of Multiple Intelligence for students of the Management Department. The book contains 14 chapters, each consisting of general and specific purposes, reading text, exercises, vocabulary, and colour images. On the last page, the vocabulary list is arranged alphabetically. From the results of product trials, it can be concluded that this book is effective for improving students' reading comprehension. Thus, this discussion is important to research and review to develop Arabic language books and to improve the reading comprehension of Arabic texts

Keywords: Reading comprehension, reading book, multiple intelligence

Introduction

Arabic is the language of the world and people have used it in thinking, expressing, understanding and also in communication. It is another matter of the other language and increases its importance in it, and it is a famous living language (Subakir & Khalifah, 2023). It has a long history of science, culture, civilization, intellectual wealth and literature (Eamon, 1996). The scholars of the language tried to establish the educational and scientific movement. In its performance, some Arabic learners have directed non-native speakers to learn it. Therefore, schools and institutes have tried to teach Arabic to reach their educational goals (Paul-Binyamin & Haj-Yehia, 2019).

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Institutes, schools and universities in Indonesia have taught Arabic as a foreign language because of the great importance of Arabic. University of Darussalam Gontor as an institution that has been very interested in Arabic since its founding in 1963 (Mohsin & Maruf, 2020). It was the language of the Qur'an and the basis of knowledge and information. This interest is reflected in his slogan "The Fountain of Wisdom" and its application in the form of Islamization of knowledge and the revival of the language of the Qur'an (Ismail et al., 2022).

The Management Department was established in 2014. This section needs scientific wealth mainly to build the scientific movement and provide its students with a foreign language because they will read various books. By absorbing the Arabic language, their reputation will increase and the Spirit of Islamic Leadership will be resurrected in their future lives. In preparation for that goal and the mission of the University, the Management Department tried to perform scientific activities to develop the science of management and apply it in the service of the community as well as to teach Arabic to the pride of the civilization of Islam.

There is no doubt that every individual has intelligence. Intelligence is one of the factors influencing the success of teaching. The theory on intelligence has been posted among people as mentioned in the IQ and ESQ theory (Sternberg, 1985). In 1983, Gardner was known for his many intelligences in eight genres (Klein, 1997). This theory arose on the critique of Alfred Bennett's theory. Alfred Bennett said that intelligence is the ability to process, assimilate, express and develop science and technology (Bennett et al., 2004). So that it measures logical and linguistic intelligence without another. Further, another literature says there are three themes have important things in Multiple Intelligence (Musfiroh, 2014), 1) students, teachers, and parents were very positive about the concept of multiple intelligences, 2) they were positive about schoolwide implementation, including flow time, activity room, and enrichment clusters; and 3) classroom implementation of Multiple Intelligence concepts was uneven across classrooms.

As for development research that has been carried out before, such as "Management of learning in order to develop the multiple intelligences of students (2015) which analyses the management learning of young children. The result of this study is the management of learning in kindergarten Kusuma Mulia Ngadiluwih Kediri includes the stages of planning, implementation, evaluation, and have a supporting and inhibiting factors. Also, the study about Multiple Intelligences: Its Tensions and Possibilities (2004). The result is the implications of Gardner's idea on education relate to the development of ways in which humans intelligently reflect and implicit recommendation that individual interest (Alam & Mabruroh, 2019).

Gardner saw that humans have eight intelligences, but they stand out in the same person one or two of them. He was criticized in Alfred Bennett's definition of intelligence. Gardner said intelligence is the potential of humans that can be used to solve problems in society (H. E. Gardner, 2000). Or the ability to process information and produce new things with this information. Gardner noted that the truth of intelligence does not show itself, but rather a set of different competencies. These competencies call for intelligence. Gardner believes that each individual's intelligence is linguistic intelligence, logical intelligence, visual intelligence, physical intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, natural intelligence, spiritualist intelligence, and existential intelligence (R. C. Gardner & Lambert, 1965). The application of this theory in Arabic language education is the text of the subject and the method and its teaching strategy that helps the teacher to communicate information or perform the educational

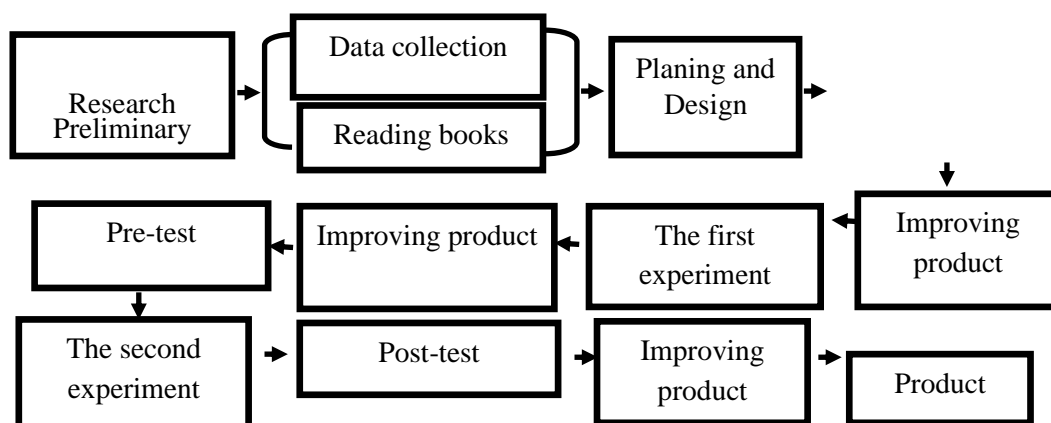
program with the role of students in it any attempt by the Arabic language teacher to organize the subject and its teaching strategy for the ease of students to understand the lesson (Setiawan, 2019).

From the interview with the Arabic language teacher and students in the Management Department of University of Darussalam Gontor, the researcher felt that the teacher did not use the book of science of management in Arabic language. The students were bored while teaching. The teacher should take care of the needs of students in the Arabic language lesson for special purposes, especially in reading. It's a link tool to learn the science and id you find from reading. In view of the different conditions of students in competence, ability and intelligence, the theory of multiple intelligences can be applied in the design of reading book in this department so that the objectives of teaching Arabic in this department are achieved.

Methodology

This research uses research and development approach. This method used to obtain the results of certain things and to know how effective it is to implement it or to use problems that need to be resolved with a particular product. To collect data, the researcher used four methods: interviews, test, questionnaire and literature study. Interviews was used in research to collect data in the form of analysis of the initial situation and the problems underlying the research. Researchers conducted interviews with several students of the Management department and several Arabic lecturers to get information about Arabic learning probrematics. Test used at the implementation step which will be done, by means pre-test and post-test. Questionnaire used to collect data result of learning book design from expert, teachers, students. Literature study used to find knowledge related to learning design of learning book on the internet, books, ect (Sugiyono, 2016).

To determine the sample, the researcher used a random sampling technique. To analyze that data, the researcher used miles and Huberman to analyze qualitative data. This method involves collecting, reducing, displaying and developing data. The t-test method was used to analyze quantitative data to determine the results of the hypothesis from the tribal and dimensional tests. The formula used is (Sugiyono, 2017). And the implementation of the Research and Development is:



There are two data obtained from this research, those are qualitative and quantitative. Qualitative data used for product design and validation of product, and quantitative data

used for data effectiveness. In this research, researcher assumed that the learning book design based on Multiple Intelligence Theory for students of Management Department is effective to improve their reading comprehension.

Results and Discussion

Every department in the university always strives to improve the quality of learning and education for students. Therefore, teachers always make preparations before teaching. In one lesson, teachers always determine the title, learning model, learning methods, learning media, also reference books used for reference sources. Problems in several department, especially in the management department, Arabic language learning has not gone well (Sa'diah & Najmul'Al, 2021). This is due to some factors. The fundamental factor is the problem in the selection of the titles of learning topics. Teachers have difficulty in determining Arabic text that students should learn, this is because there is no Arabic learning book for students in this subject.

Nadi-l-Arabiyah is a Arabic reading book prepared for Arabic language learning for students of Management department, especially for reading skills. The first step that researchers take is to collect data and analysis. This analysis was carried on 3 lecturers and 10 students about data on the needs of learning book. From the analysis, the researchers concluded several things. First, the titles that will be presented in the book are titles that support management material. Second, the book presents the syllabus of each titles to be a reference for lecturer in teaching. Third, the book presents vocabulary to make it easier for students to understand the Arabic text.

The second step, is design. Learning book designed for students of Management Department are in the form of a printed book. It aims to develop reading skills for students in the Management Department at University of Darussalam. It involves fourteen titles, texts, exercises and a vocabulary set arranged by alphabets. Also, it has attractive guidelines to encourage. Topics include:

1. ما هي الإدارة؟ (What is management?)
2. المشاريع الصغيرة (Small Businesses)
3. قيم وأخلاقيات الأعمال (Business Values and Ethics)
4. فريق العمل (The Team)
5. مجالات العمل في الإسلام (Areas of Work in Islam)
6. أساسيات الإدارة (Basics of Management)
7. العمل عبادة (Cult work)
8. الحوار عن إدارة الأعمال (Dialogue on Business Management)
9. التسويق والبيع (Marketing and Selling)
10. ترويج المبيعات (Sales Promotion)
11. صناعة الأقمشة (Textile Industry)
12. إدارة المال قبل قيام الدولة (Pre-Islam State Money Management)

13. هل الإدارة علم أو فن ومهنة؟ (Is Management a Science, an Art and a Profession?)

14. رجال العمل: عمر بن خطاب (Businessmen: Omar Ben Khattab)

These learning books are focused on developing reading skills for students of Management Department. That's why the researcher chose topics that are looking at management. These are topics that are not without the four basics of language skill. The themes, vocabulary and choice of means are aimed at Islamic culture, this is in the selection of the theme "Business is a cult and businessmen: Omar Bin Khattab, the fields of work in Islam, money management before the establishment of the state, etc." And these topics to increase students' knowledge about Islamic culture and provide vocabulary about management and business.

The linguistic level is an important foundation in educational subjects and also as a linguistic intelligence. The researcher wrote the texts with a good composition and their methods are sound. The researcher tried to amend it to the Arabic language expert. It is clear that sentences and composition are easy to understand. This intelligence is evident in students' attempt to understand these texts and to understand grammatical compositions. The researcher chose the specialized vocabulary on management and business, so that the materials are identical to the Arabic language education in the field of business management. Also, the researcher writes topics based on other intelligences.

The researcher chose topics on business management, as the students are in Management Department. These topics are designed to suit the level of university students intellectually. Example in "Management Basics" and "Is management a science, art or profession?" The research leads students to think about how things are managed and can be applied in life. It also leads students to understand management as it is a science, art or profession so that the management's position is understood in a different way.

For example, materials are carried to the social environment in some topics. Students can imagine social life so that they can know the problem and how to confront it. At that time, students were trained in their social intelligence. This is highlighted in the theme "Small businesses, team, marketing, sales and sales promotion". In that subject, find out about business management and work in life. They are efficient in treating people and facing their problems.

The following, in choosing the theme "Dialogue on Time Management and Fabric Industry", brings students to participate in the dialogue between them and inspires knowledge of the organization of time so that their work works for itself and society. It brings to know the fabric industry. The researcher believes that these topics are carried to physical intelligence, as it contributes to the development of the efficiency of the organization of physical movement

The material features five forms of exercise. These are questions to understand the text and questions to understand the meanings of vocabulary and its function in the sentence and adjust a section of the text. The researcher does not make the training of its kind a choice of multiple or the training of the marriage, because it does not match the souls of the students of the university. Which asks her are the trainings that inspire creativity and analysis where the students of the university were at the mental level in reading.

From the training patterns, the researcher chose two questions for drill to understand the content of the text. They are, questions about the content of the text and

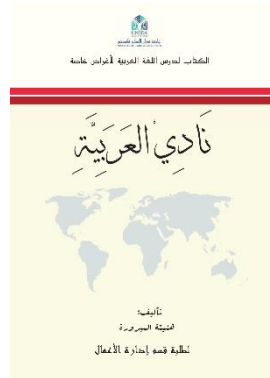
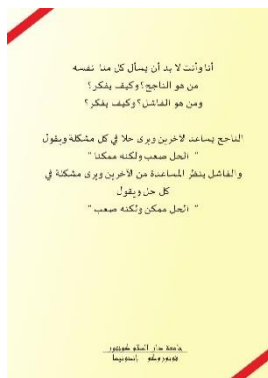
questions of choosing between right and wrong and correcting them. It is an easy to difficult compound. The questions in the first are about understanding the text and they are to accommodate the subject. The second questions in choosing between right and wrong expressions and correcting them. Recognizing and correcting wrong sentences needs logical thinking. Because it needs to think carefully about knowing and setting the right and wrong sentences.

In the third type of question in understanding the meanings of vocabulary. The researcher believes that this training is important to see how much students have gained an understanding of vocabulary. This requires sufficient language competence using Arabic grammar and grammatical composition. It is also considered a question in their linguistic intelligence. And fourth, question in the Arabic grammar. It measures students' understanding of the structure of sentence, which in turn affects the understanding of the general meanings of sentences. The question is evident in the use of " قابل ل....." The researcher wrote the example and then it comes to use it in a context that suits her. Not only does it inspire linguistic intelligence, it brings both linguistic and logical intelligence. In the last question, it comes with adjusting a section of the text, to know the validity of the female students' reading.

These learning book aim to gain vocabulary themselves. That's why the researcher wrote the vocabulary set in the last pages. It is followed by alphabetical characters and some vocabulary is illustrated by color images. Students look at difficult vocabulary in them or in the other dictionary. So, look and remember the meanings of some difficult vocabulary in their mind. In this program, he needs eye and mooch movement to find what you're looking for. This training of visual intelligence is a treatment between the eye and writing.

The researcher developed a teaching method to encourage students to develop reading skill carefully with multiple intelligences. The researcher chose the intensive reading method. This is due to the level of students is the level of the university and is called the reading stage for study and achievement. Then learning comes in the form of discussion between them to change ideas and opinions. Treatment among them gives rise to social intelligence. The researcher believes that this method of education leads students to the spirit of creative learning, so that they are innocent of boredom and poison.

The third step is layout of the learnig book. Here some examples of layouts of the leaning book:



المراجع		التقديم		طريقة التدريس		المادة		المناهج	
الوسائط التعليمية	الوقت	الأسئلة	الأنشطة	الأنشطة	الأسئلة	المفردات	معاني الكلمات	الكلمات الأساسية	الكلمات الأساسية
الكتاب، الفيديو، مجموعات الصور، الصور، الشرائح، حاسوب، جهاز إنترنت	١٠:١٥	١. أجب عن هذا السؤال ٢. أجب عن هذا السؤال ٣. أجب عن هذا السؤال ٤. أجب عن هذا السؤال ٥. أجب عن هذا السؤال	١. الأناقة ٢. وضع هذه الكلمات في جملة جديدة ٣. وضع علامة (X) أمام العبارة ٤. اكتب العبارة ٥. اكتب العبارة ٦. اكتب العبارة	١. التواضع ٢. التواضع ٣. التواضع ٤. التواضع ٥. التواضع	١. المفردات ٢. المفردات ٣. المفردات ٤. المفردات ٥. المفردات	١. معنى الكلمة ٢. معنى الكلمة ٣. معنى الكلمة ٤. معنى الكلمة ٥. معنى الكلمة	١. كسب ٢. كسب ٣. كسب ٤. كسب ٥. كسب	١. كسب ٢. كسب ٣. كسب ٤. كسب ٥. كسب	

Figure 1: Cover of learning book

Figure 2: Syllabus

Figure 3: Arabic Teks

Figure 4: Exercises

Figure 5: Vocabulary

Implementation of Multiple Intelligence Theory in the Design of Learning Book

In this section, the researchers explained about the implementation of Multiple Intelligence in the design of learning book.

Table 1: Implementation of Multiple Intelligence Theory

Intelligences	Indicators
Linguistic intelligence	<ol style="list-style-type: none"> 1. The book is written in Arabic <i>Fusha</i> and grammatical compositions. 2. The book is more vocabulary for the ease of students to understanding the text. 3. Exercise requests to adjust the <i>harakah</i> of the text for the validity of reading.
Logical intelligence	<ol style="list-style-type: none"> 1. Choosing topics that call for problems solving in society, such as "Small Businesses". 2. Choosing right and wrong from sentences while he is in the second exercise. 3. Training in the arabic grammar for students to practice the structure of a sentence according to the specific arabic grammar, which is the arabic grammar in the text. 4. The question of the advantages or fundamental points of the text calls for the inference of what the students read
Physical intelligence	<ol style="list-style-type: none"> 1. Choosing topics to adjust physical movement, for example in the theme "Dialogue on Time Management" and "Fabric Industry". 2. A detailed report on the work of female students in collaborative learning
Visual intelligence	<ol style="list-style-type: none"> 1. Design of a vocabulary in the late pages and images described in it. 2. Color images to illustrate topics for each unit. 3. Movement to search the meanings of vocabulary in its collection or from the other dictionary
Social intelligence	<ol style="list-style-type: none"> 1. Choosing topics about social life is the experience of students so that they vote about their future lives, for example: "Areas of Work in Islam, the team, etc. 2. Collaborative learning to understand text creates strong social relationships with strong interaction
Musical intelligence	<ol style="list-style-type: none"> 1. The process of hearing from the statement and report of the subject . 2. Hearing audio visual from learning media, for example: the teaching method in the theme "Businessmen: Omar Bin Khattab"

Natural intelligence	<ol style="list-style-type: none"> 1. Choosing a topic about the types of work in normal life, for example: the theme of "Worship Work". 2. Sensory learning media, for example: image of promotion and fabrics
Personal intelligence	<ol style="list-style-type: none"> 1. Choosing the topics needed by students in the management department, which are topics in management science, business management and financial management. 2. Students train themselves with the types of exercises in the book
Spiritual intelligence	<ol style="list-style-type: none"> 1. Design the book on educational objectives, including Islamic Culture, Ethics Education and the Spirit of Islam. 2. Topics on Islamic Culture, Areas of Work in Islam: Businessman: Omar Bin Khattab
Existential intelligence	<ol style="list-style-type: none"> 1. The topic of "The Team" sends a vision of social life so that the students adapt to the conditions and appreciate the students in solving the problems of future life.

The Level Validity of Learning Book

Nadi-l-Arabiyah was validated by subject, media expert and linguist get cumulative score 691 with percentage 76,7%. The cumulative score was obtained by calculating the 11 indicators. Thus, design of this learning book obtained valid criteria. The validator suggested adding more vocabulary, *harakah* on some Arabic teks, and syllabus every lesson, varied exersices, and the content display needs to be simplified.

After receiving some comment from experts, the researchers made improvements to the learning book in terms of design, teks, syllabus, exersices, and content display. And the fourth step was implementation of learning book. The implementation was limited to student of Management Department. The student learning data obtained from pre-test and post-test score.

Table 2: Result of pre-test and post-test score

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	pre-test	6,2727	44	1,42834	,21533	
	post-test	7,4318	44	1,40841	,21233	
Paired Samples Correlations						
		N	Correlation	Sig.		
Pair 1	pre-test and post-test	44	,775	,000		
Paired Samples Test						
Paired Differences					t	df

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			Sig. (2-tailed)	
				Lower	Upper			
Pair 1	pre-test & post-test	-1,15909	,95096	,14336	-1,44821	-,86997	8,085	,000

From the previous account, it appears from the previous table that the T-count value of 8,085 is greater than the T-table value of 1.68, so the direct hypothesis is acceptable. That is, there is a marked difference between the rate of student outcome in the pre-test and the rate of student outcome in the post-test.

Conclusion

The learning book “Nadi-l-Arabiyah” designed for the Arabic language lesson to provide the skill of reading based on the theory of multiple intelligences. They are logical intelligence, linguistic intelligence, social intelligence, visual intelligence and physical intelligence. The articles include fourteen topics: "What is Management?, Small Businesses, Business Values and Ethics, The Team, Areas of Work in Islam, Basics of Management, Cult Work, Dialogue on Business Administration, Marketing and Sales, Sales Promotion, Textile Industry, Pre-Islam State Money Management, Is Management a Science, Art and Profession?, and Businessmen: Omar Ben Khattab.

Each chapter contains:

1. The inner cover, with the title of the lesson and images corresponding to the subject, general instructional aims and special instructional aims
2. The main article of the lesson, the reading text for students in business administration.
3. The exercises, which contain types of exercises, aim to learn students' understanding of the texts that were read before reading and teaching them, which are to develop the skill of reading.
4. Vocabulary, it offers types of new vocabulary used in reading texts with some images to illustrate difficult vocabulary. These vocabulary is arranged by alphabetical characters in the form of a dictionary.
5. Words of encouragement, which are words from the verse of the Qur'an, the Prophet's hadith and judgment to encourage students.

The exercises aim to find out how students understand the subject by well. It is divided into five exercises:

1. Answer questions related to the text. It is the answer to questions that correspond to the text that students have read before .
2. Choose the right and wrong sentences and correct them. Choose to write a (√) tag if it is correct and write a (×) if it is wrong with correcting it.
3. Putting words in sentences, which is to discipline students to understand the meanings and functions of words. It contains three forms: putting the word in the sentence to an easy point, and putting it in the sentence for the medium and the synonym and putting it to the hard.
4. Training rules. This training varies by grammar training. This rule training is aimed at understanding the text. Its rules are taken from texts for each unit.
5. Adjust the text, in which students are trained to know the correct setting of Arabic phrases, because the correct reading is to read correctly.

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