



## Enhancing Arabic Language Learning through Multiple Intelligences: A Qualitative Exploration in Islamic Secondary Education

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**Abstract**

**ABSTRACT**

**Background of study:** Arabic language learning often remains dominated by lecture-based methods, limiting student interaction and creativity. Applying Multiple Intelligences theory brings fresh possibilities to create more engaging and responsive classrooms.

**Aims and scope of paper:** This study aims to examine how Arabic language instruction can be adapted using the Multiple Intelligences framework. It focuses on how instructional plans, classroom practices, and evaluation systems are designed to accommodate the varied cognitive strengths of students in Islamic secondary education.

**Methods:** A qualitative descriptive approach was used, involving direct classroom observations, semi-structured interviews with teachers and students, and an in-depth review of teaching documents such as lesson plans and syllabi. Data were analyzed using the Miles and Huberman framework, which includes data condensation, presentation, and interpretation.

**Result:** Findings show that integrating MI principles into Arabic instruction allows teachers to address learners' dominant intelligences—particularly verbal-linguistic, spatial, interpersonal, and intrapersonal. Lessons become more participatory, and assessment methods are expanded beyond written tests to include portfolios, reflective journals, and performance-based tasks.

**Conclusion:** By aligning Arabic language teaching with the principles of Multiple Intelligences, educators can foster a richer, more inclusive learning atmosphere. This approach encourages learners to engage with the material in ways that resonate with their natural strengths, making the process of language acquisition more meaningful and personal.

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### INTRODUCTION

The urgency to rethink Arabic language education has become increasingly evident, especially in light of how traditional methods continue to fall short in accommodating the diverse learning styles of students. Many classrooms still rely on teacher-centered strategies where lectures and rote memorization dominate the learning process. This often leads to passive participation, where students merely absorb information without truly engaging with the material. Arabic, known for its linguistic complexity, becomes even more intimidating when delivered in ways that neglect learner diversity (Thohri, 2024). In such environments, students may struggle to find relevance or

connection with the subject matter. The resulting disinterest can hinder both motivation and language retention. Given the growing emphasis on inclusive and student-centered learning globally (Abdullah et al., 2024), the stagnation of Arabic instruction raises serious pedagogical concerns. Therefore, a shift in approach is not only timely but necessary to revitalize Arabic learning and align it with the needs of modern learners.

One promising framework that offers a fresh perspective is Howard Gardner's theory of Multiple Intelligences. Unlike traditional views that equate intelligence with logical or linguistic ability alone, this theory recognizes a broader spectrum of cognitive strengths (Johnson, 2024; Wu & Pan, 2025). It suggests that individuals possess different forms of intelligence—ranging from verbal and spatial to interpersonal and kinesthetic—that influence how they learn and interact with the world. In educational contexts, this understanding challenges the notion of a one-size-fits-all model (Levy-Feldman & Libman, 2022; Rizvi et al., 2022). It urges teachers to identify and nurture the unique strengths each student brings to the classroom. When applied thoughtfully, the MI approach helps create learning environments that are more inclusive, dynamic, and respectful of individual potential. Rather than isolating students who do not fit conventional molds, it opens space for all learners to succeed. This is especially important in language education, where confidence and comfort can greatly affect outcomes.

Arabic, with its rich structure and cultural significance, requires more than just grammatical accuracy for learners to truly engage. Its phonetics, morphology, and syntax demand layered understanding, which can feel overwhelming if approached rigidly. However, by integrating MI principles, instruction can be diversified to make Arabic more accessible and enjoyable. Visual aids, music, movement, group work, and personal reflection are among the tools that can be used to bring the language to life (Kumar et al., 2022). These strategies allow learners to interact with Arabic in ways that align with their preferred cognitive styles. As a result, students are more likely to retain vocabulary, practice speaking, and apply grammar in meaningful contexts (Yan et al., 2024). Moreover, when students feel that their strengths are recognized, their confidence and willingness to participate improve. This multidimensional approach not only enhances learning outcomes but also transforms classroom culture.

In Islamic secondary schools, the diversity of student backgrounds and abilities presents both a challenge and an opportunity. Standardized methods often overlook the rich variation in how students absorb and process language instruction. Some may be excellent verbal communicators, while others excel through observation, hands-on activities, or collaboration (Rizk & Hillier, 2022). The MI framework offers a lens through which these differences can be acknowledged and leveraged. It empowers teachers to design lessons that include multiple modes of learning, ensuring broader participation. When students experience lessons that resonate with how they think and feel, they are more likely to engage actively. This inclusivity also contributes to a sense of belonging and educational equity. In this context, Arabic instruction can evolve from being intimidating to being inspiring, where every learner feels seen and supported.

The teacher's role is central in making this vision a reality (Rönn-Liljenfeldt et al., 2024; Suri & Chandra, 2021). Recognizing student intelligences is not a passive process—it requires attentiveness, adaptability, and creativity. Lesson planning must move beyond textbook-driven routines to include activities that draw out students' natural abilities. A single lesson might blend discussion, storytelling, music, and movement to reach learners across the MI spectrum (Hadjaros et al., 2023; Yun et al., n.d.). Teachers must also be flexible in their expectations, allowing students to demonstrate understanding in varied ways. Assessments, too, must reflect this diversity, shifting from a singular focus on written tests to include projects, performances, and reflective writing. This broadens the definition of success and gives every student a chance to shine. In such environments, teachers evolve into facilitators of growth rather than mere transmitters of content.

Assessment, when grounded in MI theory, becomes more than a checkpoint—it becomes part of the learning process itself. Traditional tests may measure grammar recall, but they rarely reveal how deeply a student has internalized or connected with the language (Fang et al., 2021; Qin et al., 2023). By introducing varied forms of evaluation, such as portfolios, creative projects, and real-life language use, teachers gain a fuller picture of student development. These assessments also validate the diverse ways students process and express knowledge (ElSayary, 2024; von Rueden et al., 2023). They encourage learners to reflect, create, and perform—not just to recall. Furthermore, this approach helps reduce test anxiety, especially among students who may not perform well in standardized formats. Feedback becomes more personalized and constructive. As a result, assessment supports learning, rather than interrupting it.

Nonetheless, adopting MI-based instruction is not without its challenges. Teachers may encounter constraints related to time, resources, or familiarity with the MI framework (Edwards et al., 2022; Vetter et al., 2024). Some educators may feel unprepared to design and manage such differentiated instruction. Institutional systems, often built around standardization, may also resist more flexible approaches (Kuhlmann & Dey, 2021; Rapport et al., 2022). Yet, despite these hurdles, the long-term benefits of implementing MI—greater student engagement, deeper understanding, and broader participation—make it a worthwhile endeavor. In some schools, early adoption of MI strategies has already led to promising results. These examples show that with proper support, even gradual changes can have significant impact. What's needed is a commitment to continuous learning and the courage to innovate in the classroom.

This study is designed to explore how Multiple Intelligences are being applied in Arabic language instruction at the secondary school level, particularly within Islamic education. It aims to understand how teachers plan, deliver, and evaluate learning when guided by MI principles. Through qualitative inquiry, the study examines real classroom practices, capturing both the opportunities and obstacles faced by educators. It contributes to the growing literature on inclusive pedagogy and the role of cognitive diversity in language learning (Bhuttah et al., 2024; Heinz et al., 2025). The findings are expected to offer practical insights for teachers, school leaders, and curriculum developers. Ultimately, the study advocates for a more human-centered approach to Arabic language teaching—one that embraces the individuality of each learner. In doing so, it reimagines the classroom as a place where all students have the opportunity to succeed. This vision reflects not just an educational strategy, but a commitment to equity and excellence in learning (Campbell, 2021; Leithwood, 2021).

The theory of Multiple Intelligences (MI) offers a valuable lens for rethinking Arabic language teaching, especially in diverse educational contexts. Alaoui,(2025) uncovered how Moroccan Arabic textbooks often fail to reflect linguistic inclusivity, while Alkhonini, (2025) emphasized the need for more adaptable strategies in translation learning. Grammatical errors rooted in L1 interference, as noted, suggest the relevance of MI-based approaches that activate learners' unique strengths. Aljasser & Ismail, (2025) found that students' self-perception often mismatches their actual phonemic performance, calling for more supportive, varied instructional methods. Ben Hammou et al.(2025) examined translanguaging practices and found that recognizing students' full language repertoires aligns well with MI principles. Through corpus-assisted reading, Maachi & Khamar, (2025) demonstrated how Arabic instruction can be enhanced using tools suited to learners with visual or analytical preferences. Chakrani et al.(2025) linked policy issues in Morocco to the need for critical and reflective learning, resonating with existential and intrapersonal intelligences. In a multicultural pesantren context, Sopian et al.(2025) explored Arabic instruction adapted to cultural and learner variability. Alhamami & Almosa, (2023) showed that learner motivation improves when teaching connects with personal interests—one of MI's core values. Meanwhile, Alhazmi & Elamin,

(2023) advocated for alternative forms of assessment, consistent with MI's emphasis on multimodal learning. Collectively, these studies highlight how MI offers pathways to more human-centered instruction. Still, real-world applications, especially in Islamic schools, need further empirical exploration. This research addresses that gap.

While the Multiple Intelligences (MI) theory has gained attention in the field of language education, its practical application in Arabic classrooms—particularly in Islamic secondary schools—has not been thoroughly investigated. Most existing research emphasizes the theoretical strengths of MI or its relevance in multilingual and general education contexts, but offers limited insights into how it is implemented on the ground. The lived experiences of teachers who adapt their lesson planning, teaching strategies, and assessments to reflect diverse intelligences are rarely documented. Furthermore, Arabic as a subject is often taught using rigid, uniform methods that may not cater to the varied cognitive profiles of students. This creates a significant gap between what is advocated in theory and what occurs in practice. Although there is growing support for inclusive teaching, detailed accounts of how MI can transform Arabic instruction are still lacking. The absence of such research leaves educators without practical references to guide them in adapting MI to Arabic learning. This study intends to fill that gap with a grounded, classroom-based perspective.

This study emerges from a concern that Arabic language teaching remains dominated by conventional methods that may not reflect the needs and potential of today's learners. In many Islamic schools, students come from different learning backgrounds and possess a wide range of strengths that are often unrecognized in standardized teaching approaches. Multiple Intelligences theory, introduced by Howard Gardner, encourages a more human-centered approach by validating different ways of learning and processing information. While this framework has been widely endorsed, its adoption in Arabic instruction still appears superficial or sporadic. Teachers may express support for MI in theory but lack clear strategies for integrating it into daily instruction. By investigating how Arabic teachers actually apply MI in their planning, teaching, and assessment, this study provides practical insights that can bridge theory and practice. The research is grounded in the belief that education becomes more meaningful when it honors students' individual learning pathways, especially in subjects like Arabic that are often perceived as difficult.

The purpose of this research is to explore how Arabic language instruction can be meaningfully designed using the Multiple Intelligences framework. Rather than focusing only on theory, the study looks at how MI principles are reflected in classroom decisions made by teachers. It seeks to understand how lesson plans are constructed to address different intelligences, how teaching activities are varied to meet individual learner needs, and how assessment methods are adapted to capture diverse forms of understanding. In addition, the study aims to capture teachers' and students' reflections on how MI-based instruction influences learning engagement and confidence. Through these insights, the research hopes to offer practical guidance for educators and curriculum designers seeking to make Arabic learning more responsive, inclusive, and effective.

## METHOD

### Research Design

This research was carried out using a qualitative descriptive design. The choice of this design was driven by the need to understand teaching practices as they naturally occur in the classroom, without manipulating any variables. Since the focus of the study is on how Arabic teachers apply the principles of Multiple Intelligences (MI), a qualitative approach allowed for a deeper exploration of

behaviors, experiences, and decisions in instructional planning, delivery, and evaluation. Descriptive qualitative research is particularly useful in educational settings where the goal is to describe processes and capture the meaning behind them. Rather than seeking generalization, the study aimed to document what is happening in a particular context in a rich and detailed manner. This approach aligns with the study's intention to highlight real-world practices rather than test theoretical assumptions.

### **Participant**

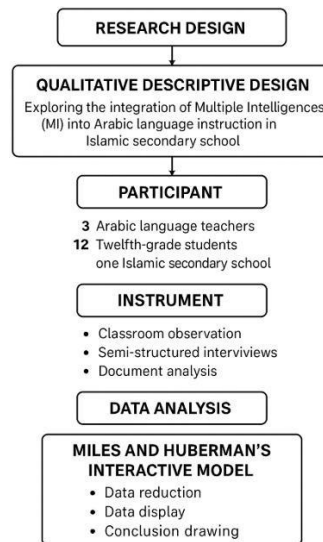
Participants in this study consisted of three Arabic language teachers and twelve tenth-grade students from an Islamic secondary school that implements MI-based instruction. The teachers were selected using purposive sampling, with the main criteria being their experience in teaching Arabic and their familiarity with MI concepts. The students, drawn from different classrooms, were chosen to provide variation in learning styles and classroom engagement. Their inclusion allowed the researchers to examine not only how teachers apply MI but also how learners respond to such strategies in practice. All participants were informed about the purpose of the research, and ethical considerations such as voluntary participation, anonymity, and the right to withdraw were strictly upheld throughout the study.

### **Instrument**

To gather data, the study used three instruments: classroom observation, semi-structured interviews, and document analysis. Observations were conducted to see firsthand how MI principles were reflected in daily teaching, including classroom interactions, learning activities, and instructional tools. The observations followed a guide that focused on identifying elements of different intelligences used in the teaching process. Interviews were carried out with both teachers and students to gain deeper insights into their experiences, reflections, and perceptions regarding the use of MI. These interviews were flexible enough to allow follow-up questions while still centered around the research focus. Additionally, teaching documents such as lesson plans, syllabi, and student portfolios were examined to support and validate findings from observation and interview data.

### **Data Analysis**

The analysis of data followed the interactive model proposed by Miles and Huberman. This model involves three continuous steps: reducing the data, organizing it for display, and drawing conclusions. Data reduction began by identifying significant segments from interview transcripts, observation notes, and documents, which were then grouped into thematic categories. These categories reflected key aspects of MI integration—such as instructional planning, types of intelligences addressed, student engagement, and assessment strategies. After organizing the information visually and thematically, the researchers interpreted patterns and drew conclusions related to how MI is practiced in the observed classrooms. Throughout the analysis, triangulation among the three sources of data ensured that interpretations were well-grounded and not based on a single perspective.



**Figure 1.** Research Methodology Framework for the Study on Arabic Language Instruction Based on Multiple Intelligences in Islamic Secondary Education

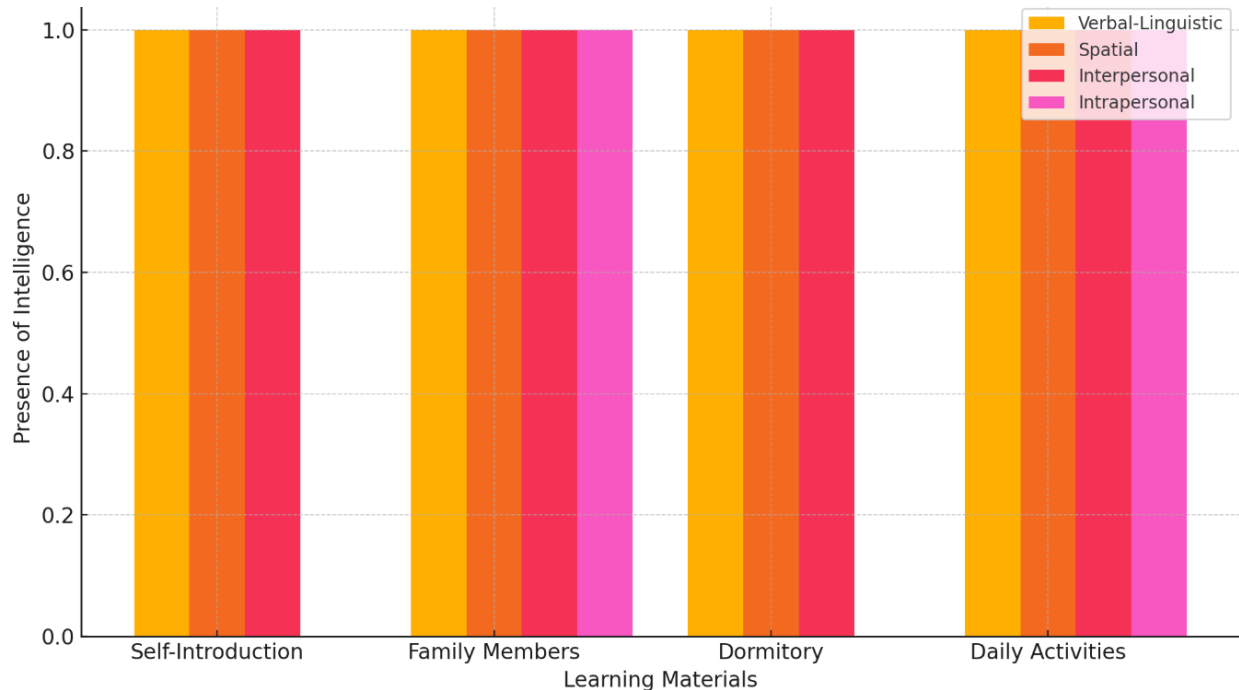
## RESULTS AND DISCUSSION

### Results

The analysis of data gathered from classroom observations, interviews, and document reviews revealed that teachers consistently made efforts to integrate Multiple Intelligences (MI) into their Arabic language instruction. Lesson plans examined in this study reflected a clear awareness of diverse learning profiles. For instance, in the lesson on self-introduction, teachers structured learning activities that encouraged students to participate in short Arabic dialogues, use visual aids, and collaborate with peers. These methods were not only aligned with the curriculum but also designed to stimulate various types of intelligence—most notably verbal-linguistic, interpersonal, and visual-spatial. The planning process demonstrated that teachers did not rely on a singular mode of instruction, but instead created flexible lesson pathways tailored to the characteristics of their students. Classroom implementation further supported the evidence of MI-based instruction. Teachers used storytelling, image-supported vocabulary practice, role-playing, and small group discussion to deliver content. Students with different intelligence strengths responded differently to the range of activities. Some expressed understanding best through conversation and interaction, while others excelled in drawing, poster-making, or quiet self-reflection. The teachers facilitated an inclusive space where students could learn through interaction, movement, visuals, and independent thinking. This diversity in classroom techniques enabled students to engage more meaningfully with the material and reduced the reliance on memorization or passive learning methods. It was also observed that students appeared more motivated and confident when tasks matched their preferred learning styles. Assessment strategies adopted by the teachers were equally varied. While conventional oral and written tests were still used, the educators also employed alternative methods such as portfolio submissions, voice recordings, and creative projects. Some students presented dialogues in groups, others recorded themselves practicing key vocabulary, and a few submitted reflective writing samples. Teachers also kept personalized observation records and used student progress cards known as *Bitaqat al-Najah* to track individual development beyond test scores. These forms of assessment gave students more opportunities to succeed by recognizing growth across different domains, not just in grammar or vocabulary accuracy. The evaluative process, therefore,

was aligned with the broader goals of MI: to value the uniqueness of every learner and reduce the dominance of a single standard of success.

To further highlight how the MI approach was reflected across different instructional materials, the following chart summarizes the presence of intelligences identified in each learning unit: Self-Introduction, Family Members, Dormitory, and Daily Activities.



**Figure 2.** Distribution of Multiple Intelligences in Arabic Language Learning Materials

As the visualization shows, three types of intelligence—verbal-linguistic, spatial, and interpersonal—were consistently present across all topics. This suggests that these intelligences formed the core of how Arabic was being taught at the time of the study. In contrast, intrapersonal intelligence only appeared in two of the four units. This pattern reveals that self-reflection and internalized learning experiences were not as frequently emphasized as other forms of intelligence. While the integration of MI was clearly in place, the overall balance could still be improved to provide more room for personal exploration and self-directed language development.

### Discussion

This study reinforces the view that Arabic language instruction can benefit significantly from the application of the Multiple Intelligences (MI) framework. The way teachers planned their lessons indicated an awareness of student diversity, particularly in how learners process and interact with language content. Rather than relying solely on textbook exercises or lecture-based approaches, lesson plans featured activities that combined verbal tasks with visual and collaborative components. These design choices are in line with the argument put forward by Alaoui (2025), who noted that instructional materials must move beyond rigid linguistic models to reflect the realities of classroom diversity. Teachers appeared to be intentionally shifting their strategies to foster a more inclusive environment. It is also important to note that these efforts were not one-off attempts, but part of a consistent pattern across multiple lessons. The presence of multiple learning pathways allowed students to engage more deeply with the subject matter. Planning, therefore, was not just procedural—it was adaptive.

When observing classroom practices, it became clear that instruction was no longer limited to verbal explanation. Teachers used various tools—pictures, group work, storytelling—to engage students with different learning preferences. This finding resonates with Alkhonini's (2025) call for instructional designs that address ambiguity and nuance in language learning through broader pedagogical flexibility. In the observed classes, activities like role-playing and image matching were used not only to deliver content but to stimulate interest and cognitive involvement. Students who might have remained passive in a lecture-based setting became active participants when learning modes aligned with their strengths. The environment encouraged risk-taking and supported learners in expressing themselves through different formats. Teaching became a collaborative process, with students contributing ideas and teachers facilitating exploration. This shift altered classroom dynamics and made learning more participatory.

Students' positive responses to the activities reflected a sense of ownership over their learning. Many appeared more confident and enthusiastic when engaging with tasks that allowed them to use their preferred modalities. The results echo findings by Aljuraifani and Alanazi (2025), who argued that instructional misalignment with learners' strengths could exacerbate language errors and frustration. In this study, however, learners were given the chance to approach Arabic content in ways that reduced cognitive load and enhanced their ability to retain information. This was especially evident when students worked in groups or used visual resources to scaffold their understanding. Teachers recognized and validated student effort, which contributed to a more encouraging learning climate. The emphasis on active learning over passive reception played a key role in maintaining student engagement. In such settings, students were not simply completing tasks—they were building competence.

One of the most noteworthy patterns in the data was the way lesson content was delivered through multiple access points. Every topic included different forms of student interaction, from peer dialogue to drawing or journaling. Aljasser and Ismail (2025) suggest that mismatches between learner perception and performance can be addressed when instruction incorporates varied input. In the classrooms observed, students were not judged solely on their ability to speak or write fluently. Instead, they were given opportunities to show comprehension and creativity in other ways. This practice validated MI's central claim that intelligence is multi-dimensional. For students who struggled with verbal output, visual or interpersonal tasks offered alternative routes to success. Such accommodations helped level the learning field and provided each student with a space to excel. It showed that equity in education is not just about access but also about design.

The instructional environment also demonstrated a sense of balance between structure and improvisation. Teachers maintained clear goals but were flexible in their delivery, often adjusting based on how students responded. This fluidity mirrors the approach described by Ben Hammou et al. (2025), who emphasized the role of language mixing and context adaptation in multilingual instruction. Arabic, as taught in these classrooms, was not confined to rigid grammar drills. It became a living language that students used in peer conversations, presentations, and interactive play. This shift gave learners the chance to practice Arabic in meaningful and familiar contexts. Teachers encouraged exploration, even when mistakes occurred, helping to normalize the process of learning through trial and feedback. Such conditions fostered curiosity and intrinsic motivation. As a result, instruction became both structured and responsive.

The variety of media used also added richness to the learning experience. Teachers incorporated physical objects, illustrations, and printed dialogues to anchor abstract content in real-world visuals. These methods echo Maachi et al.'s (2025) recommendation to use multimodal texts and tools to support comprehension. Even without advanced technology, the use of tangible and visual elements made lessons more relatable and engaging. For example, vocabulary lessons were

often reinforced through matching games or image sequencing. This allowed students to visualize meaning, rather than rely solely on translation or memorization. It also enabled more active forms of participation, particularly for students who were less confident in speaking. The learning process became more interactive and less intimidating. This reflects the idea that teaching materials don't have to be high-tech to be effective—just well aligned with learner needs.

Evaluation practices observed in the study further reflected MI-oriented thinking. Teachers adopted a mix of formal and informal methods, including written quizzes, oral presentations, and reflective assignments. These approaches support Chakrani et al.'s (2025) suggestion that assessment should serve as a platform for students to express themselves, not merely to measure correctness. Students in the study were evaluated on their growth, effort, and creative expression—not just on final scores. This helped reduce test anxiety and allowed students to demonstrate learning in their own terms. Teachers also used observation notes and personal achievement cards to track individual development. These tools encouraged students to reflect on their progress and set personal goals. The classroom became a space not just for instruction but also for self-discovery. Evaluation, in this case, was a process of recognition rather than judgment.

The use of *Bitaqat al-Najah* (achievement cards) had a particularly positive impact on student morale. These cards were more than administrative tools; they represented personalized feedback loops between teacher and student. This practice aligns with the findings of Sopian et al. (2025), who observed that recognition systems enhance motivation and ownership in faith-based schools. Students felt proud when their cards were updated, and many kept them as a record of personal milestones. This simple yet meaningful gesture helped reinforce habits of reflection and persistence. Teachers also referred to these cards when designing follow-up lessons, making the process of instruction feel more connected and responsive. Students were encouraged to monitor their own improvement and take initiative in areas where they struggled. The cards bridged the gap between teaching, learning, and self-regulation. They made learning feel personal.

Student motivation was also tied closely to the degree of autonomy embedded in the classroom. When learners could make choices—such as selecting roles in dialogues or choosing visual versus verbal tasks—they became more invested. Alalwi (2025) notes that learners are more likely to engage when instructional design respects their interests and personal context. In this study, autonomy was built into activities without sacrificing academic rigor. Tasks remained focused and aligned with the curriculum, but students were given room to navigate their learning paths. This led to more meaningful participation and richer classroom dialogue. Learners became not just recipients of content but active constructors of meaning. This sense of agency contributed to better retention and greater enthusiasm. It also reinforced the human side of education, where voice and choice matter.

Finally, the way students were assessed showed that learning was viewed as a process rather than a product. Alzahrani (2025) emphasizes that language learning, especially in writing, requires flexible evaluation methods to capture progress. Similarly, the teachers in this study used performance-based assessments to give students the opportunity to showcase what they knew in different formats. Whether through speaking, drawing, or storytelling, learners could express their understanding authentically. This helped teachers gain a fuller picture of each student's development. It also empowered students to see themselves as capable, regardless of where they started. Evaluation became an opportunity for growth, not a judgment of ability. This approach reflects the core value of MI pedagogy: recognizing and nurturing the full range of human potential.

### **Implications**

This study provides several insights that may be useful for educators and curriculum developers working to improve Arabic language instruction. The integration of Multiple Intelligences

(MI) into lesson planning and classroom activities gives students a greater opportunity to learn in ways that match their strengths. When students are taught through methods that consider their individual cognitive preferences, they tend to be more engaged and confident. This can be especially important in teaching Arabic, which is often seen as challenging by many learners. By using a variety of learning formats—oral, visual, collaborative, and reflective—teachers can reach more students and increase the effectiveness of instruction. These findings suggest that training programs for Arabic teachers should include MI-based approaches so that new teachers are prepared to use flexible strategies in their classrooms. The study also shows that even with limited resources, meaningful innovation is possible through thoughtful instructional design. Schools that adopt MI can create more inclusive environments where all learners feel supported and capable of success.

### **Limitations**

While this research has contributed valuable findings, it is important to acknowledge its boundaries. The study was limited to a single school context, which means the experiences documented here may not reflect the full diversity of Arabic classrooms elsewhere. The number of teachers and students involved was relatively small, which could influence the range of perspectives captured. Additionally, the data were collected over a short period of time, so long-term changes in student outcomes were not assessed. Observations were focused mainly on selected teaching units, which may not represent all instructional practices throughout the school year. The study also did not include detailed data on student performance, which could have provided further insight into the academic impact of MI. Another limitation lies in the lack of digital learning tools in the classroom, which restricted the exploration of how technology might support MI-based teaching. These factors suggest that caution should be used when applying the results to broader settings. However, despite these limitations, the study offers a grounded look at how MI can be adapted to real teaching practice.

### **Suggestions**

Building on the current research, future studies should consider including multiple schools with varied characteristics to gain a broader understanding of how MI is applied across different contexts. Researchers may also benefit from using a combination of qualitative and quantitative methods to capture not only classroom practices but also measurable learning outcomes. Exploring ways to activate less-utilized intelligences—such as kinesthetic or musical intelligence—could lead to even richer teaching strategies for Arabic instruction. Training programs for teachers should provide practical experience in designing MI-informed lessons so that teachers are better equipped to respond to student diversity. There is also an opportunity to investigate how digital media, such as interactive apps or audio-visual resources, can enhance MI-based approaches in language learning. Schools could support this by encouraging collaboration among teachers to share successful methods and co-develop resources. Furthermore, creating more flexible evaluation systems that align with MI principles can help students demonstrate their learning in ways that match their abilities. These steps could lead to more dynamic, responsive, and empowering learning environments for Arabic learners.

## **CONCLUSION**

This study explored how Arabic language instruction in an Islamic secondary school context can be shaped by the principles of Multiple Intelligences (MI). The analysis showed that teachers thoughtfully incorporated various types of intelligence into their lesson planning, creating opportunities for students to engage through speaking, visual interpretation, collaboration, and self-reflection. The approach was not merely theoretical; it translated into practical strategies that responded to the diverse ways students learn. Classrooms became more participatory, with students showing greater enthusiasm when activities matched their natural strengths. In addition to varied

instruction, assessment practices also moved beyond conventional tests, allowing learners to demonstrate understanding in multiple ways. Tools like achievement cards offered students a chance to reflect on their growth and gave teachers a broader picture of progress. Although not all types of intelligence were addressed equally, the effort to create a more inclusive and responsive learning environment was evident. These findings suggest that MI-informed teaching can enrich Arabic language education by honoring learner diversity and supporting meaningful, personal engagement with the language.

### AUTHOR CONTRIBUTION STATEMENT

Elok Rufaiqoh as the first author, was primarily responsible for conceptualizing the research, conducting fieldwork including interviews and observations, as well as drafting the initial manuscript.

Miftahul Huda served as the academic supervisor and contributed to the development of the theoretical framework, refining the methodology, and reviewing the research findings critically. Ainur Rozik Firdansyah contributed to the data analysis process, managed documentation and synthesis of classroom evidence, and participated in finalizing the discussion and conclusion sections. All authors have read and approved the final manuscript and agreed to be accountable for all aspects of the work.

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