



LINGUISTIC INTELLIGENCE IN ARABIC LEARNING IN ISLAMIC RELIGIOUS COLLEGE STUDENTS

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ABSTRACT

This study aims to analyze the linguistic intelligence of students learning Arabic in Islamic universities in Indonesia. The study used a quantitative approach with descriptive research methods, and data were collected through a questionnaire distributed to 264 UIN Maulana Malik Ibrahim Malang and 125 students UIN Antasari Banjarmasin students using random sampling techniques. The findings reveal that at UIN Maulana Malik Ibrahim Malang, 34% of the students demonstrated dominant linguistic intelligence, 48% exhibited standard linguistic intelligence, and 18% showed low linguistic intelligence. Similarly, at UIN Antasari Banjarmasin, 34% of the students displayed dominant linguistic intelligence, 53% demonstrated standard linguistic intelligence, and 13% exhibited low linguistic intelligence. These results highlight the importance of addressing variations in linguistic intelligence levels among students in Arabic language education. The practical implications suggest that educators at Islamic universities should design teaching and learning strategies that accommodate these differences, fostering the development of student's interests and talents through appropriate learning systems and methodologies. Future researchers are encouraged to explore linguistic intelligence using qualitative approaches to gain deeper insights into students' learning experiences.



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INTRODUCTION

The ability to learn Arabic creatively depends on how well lecturers present the material and how students can enhance their language skills to improve their intelligence (Khoerunnisa, 2020). Priority should be given to developing correct speaking competence in Arabic using the appropriate language style (Fajrin, 2021). Therefore, lecturers must support students in developing their Arabic language skills (Hady, 2019).

Linguistic intelligence is also crucial in developing students' Arabic language skills, as it can enhance their potential and improve their competence in Arabic. Students possess this intelligence at varying levels, evident in different indicators and learning processes. This provides opportunities for language development that need to be facilitated by lecturers (Pamungkas et al., 2024). Learning Arabic as a foreign language, in general, aims to help students communicate orally and in writing as part of an effort to convey ideas, opinions, and statements from human thinking processes (Hilmi, 2021; Musthofa, 2020).

Linguistic intelligence is evident in various learning activities, where students have the potential to express their ideas in Arabic both orally and in writing. Combined with a high interest in learning Arabic, this verbal intelligence leads to a strong mastery of the language. Research conducted by Abidin (2020) on the influence of linguistic intelligence on Arabic learning achievement demonstrated a positive effect of linguistic intelligence level on Arabic learning achievement. This highlights the importance of students' linguistic intelligence in developing Arabic language skills.

In Islamic educational institutions, fostering linguistic intelligence among students is essential for their academic success and spiritual development. Research indicates that integrating multiple intelligences into the educational approach can notably boost student motivation and achievement in Islamic Religious Education subjects (Kadis, 2024). Islamic religious education is crucial in cultivating students' interpersonal intelligence by assimilating religious values, educational experiences, and self-reflection (Anwar, 2023). However, students often face challenges in mastering Arabic language fundamentals, affecting their progression in Arabic studies at Islamic educational institutions (Rahmap, 2024).

Strategies such as incorporating inquiry-based multiple intelligences in the Islamic Religious Education curriculum have been identified as effective in enhancing student achievement (Syaifullah, 2023). Furthermore, total quality management in Islamic religious education programs has been shown to elevate learning quality by improving infrastructure and learning resources (Jami, 2022). Additionally, integrating principles of Islamic psychology can assist students in managing stress and enhancing self-resilience (Uyun, 2023).

Studies have demonstrated that implementing a neuroscience-based multiple intelligences theory can enhance students' comprehension of Arabic material in Islamic boarding schools (Jailani, 2022). Developing Arabic language textbooks considering multiple intelligences can improve students' learning experiences and outcomes (Jado, 2015). Learning Arabic is closely tied to the cognitive development of each student (Tim, 2012). However, significant progress will only occur if students' interests and potential are aligned.

Thus, the study suggests that linguistic intelligence positively enhances Arabic language skills in students. Nurturing linguistic intelligence in Arabic learning among students in Islamic educational institutions necessitates a comprehensive approach that integrates multiple intelligences, quality management, psychological principles, and innovative teaching strategies. By addressing these aspects, educators can enhance students' academic

performance, linguistic abilities, and spiritual growth (Hilmi, 2023). However, significant progress will only occur if students' interests and potential are aligned. Thus, the study suggests that linguistic intelligence positively enhances Arabic language skills in students.

METHOD

The research approach uses quantitative methods where interview results confirm data through questionnaires related to verbal-linguistic intelligence. The data for this study was collected by distributing a questionnaire about students' linguistic intelligence. Data was collected to identify intelligence indicators from two Islamic State Universities (Maulana Malik Ibrahim of Malang and Antasari of Banjarmasin).

The population of this study was all UIN Malang and UIN Banjarmasin students, with the criteria of having received Arabic learning for 1 year. Meanwhile, the sample has collected 389 responses from both PTKI, which include 264 students at UIN Maulana Malik Ibrahim Malang, encompassing all faculties and various PKPBA classes where Arabic is taught. Additionally, 125 students from all faculties studying Arabic participated in UIN Antasari Banjarmasin. The data analysis was used to measure the level of linguistic intelligence using the One-Sample Kolmogorov-Smirnov Test to determine the results of the normality test and data validity in concluding the validity of the data. The type of test is used to determine whether the data is usually distributed. The similarity of the distribution can be compared in two different samples, namely students at UIN Maulana Malik Ibrahim of Malang and UIN Antasari of Banjarmasin. The validity of the questionnaire is used to determine whether the instrument is following what will be measured in this study. In contrast, the reliability of the questionnaire is used to measure the consistency of students' ability to explore linguistic intelligence.

RESULT AND DISCUSSION

Linguistic Intelligence of UIN Maulana Malik Ibrahim Malang Students from an Andragogy Perspective

Students' language proficiency depends on their ability to process inputs and outputs effectively to master the language. Learning Arabic requires consistent practice, which, when done regularly, can lead to improved mastery of the language. However, achieving mastery is not a simple task, as it is also influenced by the level of linguistic intelligence that students possess (Toifah, 2021).

Linguistic intelligence is linked to students' proficiency in processing language skills across various activities that embody language values. Some forms of intelligence include improving language skills by practicing difficult-to-pronounce words, both in spoken and written form, and demonstrating expertise in language skills through activities like crossword puzzles (Muradi, 2013). Furthermore, an interest in language beyond social and exact sciences indicates linguistic intelligence.

In developing language skills, students with verbal-linguistic intelligence can express themselves effectively in speaking and debating activities. This type of intelligence is also characterized by the ability to articulate problems and ask questions in a clear and organized manner, continuously expanding their vocabulary, a penchant for documenting their activities through various media, the capacity to spell accurately, and the ability to verbally and in writing comprehend what they hear and see (Ardiansyah et al., 2023). Additionally, a

strong memory for vocabulary, the ability to reason and write using imaginative thinking, and the ability to use humor, tell stories, and describe events using correct language are all indicators of linguistic intelligence.

To improve learning outcomes, students need a more expansive space for expression so that supportive conditions will significantly affect learning achievement. The statement that shows linguistic intelligence has a positive influence on achievement is that this intelligence also helps develop Arabic language skills. This is evident in the results of this study, which state that linguistic intelligence encourages optimization of learning as needed (Abidin, 2020). Based on the indicators mentioned above, the following is the level of linguistic intelligence of students:

Students of UIN Maulana Malik Ibrahim Malang

UIN Maulana Malik Ibrahim Malang students receive intensive special treatment in the Arabic language learning process for one year in semesters 1 and 2 and English language learning for one year in semesters 3 and 4. This helps in developing good language skills. Arabic language learning activities at UIN Maulana Malik Ibrahim Malang use an all-in-one approach, meaning there is no separation in developing language skills such as listening, speaking, reading, and writing.

New students from all study programs must attend intensive Arabic lectures to create a language-rich environment for graduates. Each student's experience developing Arabic language skills may vary, and their linguistic intelligence affects their learning speed. Good linguistic intelligence helps in achieving the target of learning Arabic.

The ability to speak Arabic varies among students from different faculties. Linguistic intelligence is reflected in various patterns of language proficiency performance, both receptive and productive. The stronger the students' linguistic intelligence, the better they can master the language, and the lower the students' linguistic intelligence, the weaker their language mastery.

All new students attended intensive Arabic language learning, with 3868 students divided into advanced, intermediate, and beginner levels among 100 classes. The relevance of this study to students' linguistic intelligence was revealed in the advanced and intermediate classes, with 264 students participating in a questionnaire exploring their linguistic intelligence level in the Arabic language learning process.

The selection of specific respondents aims to determine the correlation between linguistic intelligence and the development of Arabic learning outcomes. This intelligence is assessed through statements filled in by the students to gauge their intelligence level and its relationship to their learning outcomes. The linguistic intelligence data is presented below:

Table 1. Quantity and Indicators of Student Linguistic Intelligence

No	Linguistic Intelligence	Quantity	Percentage	Indicator
1	Dominant	90	34 %	Superior Verbal Intelligence
2	Standard	126	48 %	Verbal intelligence is balanced with other intelligences
3	Weak	48	18 %	Verbal Intelligence Is Less Visible
Sum		264	100 %	

The data revealed that among the new UIN Maulana Malik Ibrahim Malang students, 34% of 90 had dominant verbal intelligence, indicating solid language skills. Additionally, 48% of 126 students exhibited standard verbal intelligence, meaning their language skills were quite good but not dominant. Meanwhile, 18% of 48 students had weak verbal intelligence, implying substandard language processing and usage.

These findings suggest that almost half of the respondents (48%) displayed standard-level verbal-linguistic intelligence, while 34% were dominant. Only a small percentage (18%) showed weak verbal intelligence. Overall, it is essential to assess the strength of the sample to represent the entire student population. So, the following are the results of the presentation of normality test data to measure the distribution of samples that have been tested for the verbal level analysis of students participating in Arabic language learning: The test results indicate that the t count is 86.651. The table is generated with $df = 263$ and $Sig\ 5\% (1\ tailed) = 1.645$. Since the t table value is less than the t count ($1.645 < 86.651$), we accept H_0 , which means that the student's highest level of linguistic intelligence is unproven at 70%, even more than the expected value of 75.4336.

Table 3. Results of the Normality Test of Student Linguistic Intelligence One-Sample Kolmogorov-Smirnov Test

			Intelligence
N			264
Normal Parameters(a,b)	Mean		73.7576
	Std. Deviation		13.83038
Most Extreme Differences	Absolute		.072
	Positive		.047
	Negative		-.072
	Kolmogorov-Smirnov Z		1.169
Asymp. Sig. (2-tailed)			.130

The results of the data normality test showed a Kol-Smirnov value of 1.169 and Asymp. The Sig is insignificant, which is 0.130 (> 0.05), so it can be concluded that the data is usually distributed. Thus, in general, the linguistic intelligence of UIN Maulana Malik Ibrahim Malang students is quite good and very relevant to absorbing Arabic language material well, and it has the potential to develop optimally.

Based on the overall results of the normality test and the mapping of the level of verbal-linguistic intelligence, it can be described that the sample is quite representative of the overall population. Also, the level of intelligence in general is at the standard level, which means that the respondent has good verbal-linguistic intelligence but does not seem dominant, which also generally has other intelligence.

In this regard, the most dominant indicators are that 80.19% like to talk and converse with humor, 79.25% can learn either by listening or reading books, and 77.64%, before writing and speaking, need to read the text first and store it in memory. Then other indicators that are also dominant in their linguistic intelligence are: 77.55%, before listening and reading, need to observe texts and store them in memory, and 77.08% like to play crossword puzzles to hone language skills. These things are one of the most dominant indicators in showing linguistic intelligence, in addition to other indicators with a percentage below.

The indicators experienced by students in the Arabic learning process are generally able to pour ideas orally and in writing in Arabic, which provides valuable experience in developing Arabic language mastery, as explained: *"At the beginning of the lecture, after greetings and brainstorming, I allowed students to speak Arabic in front of the class. Their courage to express their skills in front of their peers is one way for them to have an unforgettable experience developing their Arabic language skills (S. Ma'arif, personal communication, August 25, 2023)."*

Students' linguistic intelligence is the ability to express ideas in front of their friends. They convey their experiences so that they can be materialized by telling them in Arabic. This intelligence undoubtedly shapes the concepts in students' minds when expressing verbal intelligence.

The main thing in shaping linguistic intelligence is how students can show natural language expressions both orally and in writing and how to process the information obtained by listening and reading. This will be even more apparent if students simultaneously manage linguistic and verbal intelligence. As explained, *"I give them a chance to say what they capture from what they hear (N. Muadz, personal communication, August 18, 2023)."*

Providing the broadest opportunity to express experiences and ideas will encourage linguistic intelligence so students can improve their Arabic language skills. In addition, the way to speak also depends on how students have an excellent opportunity to get the experience of listening to the texts heard both directly from the teacher and even from native speakers to achieve the correct pronunciation pattern.

As mentioned above, teachers have given students the experience of speaking based on what they hear or understand. This will undoubtedly form a mindset that a student's language mastery depends on how he gets used to speaking fluently and expressing *mufrodāt* or vocabulary that has been listened to. In this regard, students' verbal intelligence is explored by looking at their preferences in learning languages: *"I saw in his hobby first that if the child likes to sing, then I give him Arabic songs that are listened to independently, which are *fushā*. For those who like to play football, I recommend watching football whose commentators are Arabic (N. Muadz, personal communication, August 18, 2023)."*

As described above, the teacher's follow-up pattern provides a learning experience and hones linguistic intelligence based on students' interests and tendencies. If the learning pattern leads to an interest in singing, the teacher gives Arabic songs to form a habit of listening. If students are interested in sports, the teacher will present a football match broadcast from the Middle East for commentators who use Arabic.

Linguistic Intelligence of UIN Antasari Banjarmasin Students

Arabic language learning for UIN Antasari Banjarmasin students is organized through the Language Development Unit, which focuses on mastering reading and writing skills even though it does not rule out mastery of listening and speaking skills. The orientation of learning Arabic at this institution is so that students can master the understanding of Arabic texts. Therefore, material related to vocabulary structure and grammar of Arabic is also taught intensively.

The purpose of learning Arabic at UIN Antasari Banjarmasin generally focuses on understanding Arabic texts to access Arabic sources and literature from various parts of the world. In this regard, Arabic language learning has also been developed independently since 2018, and it is more oriented towards mastering *fahm al-maqrū*.

The *tarakib* material is taught about the basic rules of *umdhayah* and some essential additions about *fudhliyah*. Before being taught about this material, students are presented with listening and speaking material to have sufficient provisions to learn the language orally. This has been implemented since 2017, where the direction of learning is more developed in the direction of communication by increasing the dominance of listening and speaking skills by continuing the mastery of reading and writing with various themes relevant to efforts to improve language proficiency for students.

Students must take an initial ability test called the *Tashnifi* effort, a reference for arranging a study group. The initial mapping results determined that students with an initial ability score below 60 will use an A+ Arabic book. Meanwhile, students with initial ability results above 60 will use Arabic book A. While students who get results below 80 will use Arabic book volume I.

Arabic language learning is carried out for two semesters, during which Arabic A and Arabic B learning services are provided per the Rector's Decree No. 361 concerning University Component Courses. Thus, learning Arabic is a compulsory course that must be taken as part of university courses. In this regard, the researcher has explored data from students learning Arabic in various faculties, with the description explained next.

Arabic language learning organized through the Language Development Unit uses a classroom placement scheme. This illustrates that the learning process is carried out by providing treatment based on each student's ability. The number of respondents depends on the number of study programs in each faculty so that data mining is proportional, involving an adequate sample in each unit or study program with the following details:

Linguistic intelligence is seen in several patterns of language proficiency performance with various language behaviors, generally both receptive and productive. This proficiency means that the more dominant the student's linguistic intelligence, it can be interpreted that the student can carry out better language mastery. On the contrary, the weaker the student's linguistic intelligence, it can be interpreted that the student is less able to manage language mastery properly.

All new students attended the implementation of intensive Arabic language learning. Students are divided into advanced, intermediate, and elementary levels and grouped into several study groups following their Arabic language competency level. The selection of confident respondents has a specific goal: obtain relevance to the correlation between linguistic intelligence and the development of Arabic learning outcomes. Thus, this intelligence has been drawn from several statements filled in to find each student's intelligence level and relate it to the development of their learning outcomes. These statements contain several indicators that describe the linguistic intelligence of students. Linguistic intelligence is included in the following data presentation:

Arabic language learning for UIN Antasari Banjarmasin students is organized through the Language Development Unit, which focuses on mastering reading and writing skills even though it does not rule out mastery of listening and speaking skills. The orientation of learning Arabic at this institution is so that students can master the understanding of Arabic texts. Therefore, material related to vocabulary str, structure, and grammar of Arabic is also taught intensively.

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Linguistic intelligence is seen in several patterns of language proficiency performance with various language behaviors, generally both receptive and productive. This proficiency means that the more dominant the student's linguistic intelligence, the better the student can master language. On the contrary, the weaker the student's linguistic intelligence, the less able the student is to manage language mastery properly.

All new students attended the implementation of intensive Arabic language learning. Students are divided into advanced, intermediate, and elementary levels and grouped into several study groups based on their proficiency in Arabic. The selection of confident respondents has a specific goal: to determine the relevance of the correlation between linguistic intelligence and the development of Arabic learning outcomes. Thus, this intelligence has been drawn from several statements filled in to find each student's intelligence level and relate it to the development of their learning outcomes. These statements contain several indicators that describe the linguistic intelligence of students.

Linguistic intelligence is most dominated by students with standard intelligence, where language proficiency does not seem dominant. However, other intelligence potentials are likely to be balanced even though they are not conspicuous. In this regard, the following are the number of students and indicators obtained from this intelligence:

Table 4. Quantity and Indicators of Student Linguistic Intelligence

No	Linguistic Intelligence	Quantity	Percentage	Indicator
1	Dominant	42	34 %	Superior Verbal Intelligence
2	Standard	66	53 %	Verbal intelligence is balanced with other intelligences
3	Weak	17	13 %	Verbal Intelligence Is Less Visible
Sum		125	100 %	

The figure above explains that the linguistic intelligence of new students of UIN Antasari Banjarmasin is dominated by students who are classified as standard students, are verbally intelligent but not dominant, and have other vital intelligence. It was obtained that 34% of 42 students had dominant verbal intelligence because language skills were solid in actualizing their language competence. And 53% of 66 students have standard verbal intelligence, where their intelligence is quite good but not dominant and allows for other intelligence. Meanwhile, 13% of 17 students have weak verbal intelligence, and proficiency in processing and actualizing language is substandard, so getting used to it better individually and collectively is necessary.

Based on the data mentioned above, more than half of the respondents, around 53%, have verbal-linguistic intelligence at the standard level, which means that students have this intelligence with some indicators but are not dominant or balanced with other intelligence. Meanwhile, 34% of respondents are dominant in their linguistic intelligence, where the student has expertise in processing language learning patterns both in oral and written form and can absorb information well. The respondents who are weak in intelligence are pretty few, around 13%, and students at this level need to show their language intelligence so that the language learning pattern could be better. Also, the absorption of information is seen as less optimal as well.

To get an overview of the respondent data that has been collected, it is necessary to test the strength of the sample that presents the entire existing population, so the following are the results of the presentation of normality test data to measure the distribution of samples that have been tested for the linguistic verbal level analysis of students in participating in Arabic language learning: the results of the above test show that t count = 65,284. Table t is obtained with $df = 124$, Sig 5 % (1-tailed) = 1.658. Because t table < of t counts ($1,658 < 65,284$), H_0 is accepted, meaning that students' highest level of linguistic intelligence is 70% unproven, even more than expected, which is 77.7025.

**Table 6. Results of the Normality Test of Student Linguistic Intelligence
One-Sample Kolmogorov-Smirnov Test**

		Intelligence
N		125
Normal Parameters (a,b)	Mean	75.4160
	Std. Deviation	12.91547
Most Extreme Differences	Absolute	.049
	Positive	.041
	Negative	-.049
Kolmogorov-Smirnov Z		.551
Asymp. Sig. (2-tailed)		.922

The results of the data normality test showed a Kol-Smirnov value of 0.551 and Asymp. The Sig was insignificant, at 0.922 (> 0.05), so it can be concluded that the data is usually distributed. Thus, in general, the linguistic intelligence of UIN Antasari Banjarmasin students is quite good and very relevant to absorbing Arabic language material well, and it has the potential to develop optimally.

Based on the overall results of the normality test and the mapping of the level of verbal-linguistic intelligence, it can be described that the sample is quite representative of the overall population. Also, the intelligence level is generally at the standard level, which means that the respondent has good verbal-linguistic intelligence but does not seem dominant, which also has typically other intelligence.

In this regard, the most dominant indicators included that 82.08% could learn by listening or reading books, 81.60% were used to talking to themselves, and 79.84% could use imaginative reason while writing or speaking. Then another indicator that is also dominant in linguistic intelligence is that 78.56% like to talk and converse with humor, and 78.56%, before listening and reading, need to observe the text and store it in memory. These things are one of the most dominant indicators in showing linguistic intelligence, in addition to other indicators with a percentage below.

Regarding the indicators of linguistic intelligence possessed by students, the actual form of intelligence is dominated by the mastery of language skills in the form of self-expression and the exploration of verbal reasoning concerning strengthening language skills. The role of lecturers is vital to hone this verbal intelligence, as explained: *"In the learning process, I often ask students to talk about themselves concerning their daily activities or unique experiences that they have experienced. Sometimes, I also apply Arabic language learning through role plays that invite students to practice playing roles as traders and buyers in the Arabic market (al-Abgaff, personal communication, August 13, 2023)."*

Arabic language proficiency will not improve without the encouragement of lecturers to get students used to daily verbal and written communication. Habituation in practicing Arabic will form a meaningful language environment in honing Arabic language skills.

The lecturers' expertise in presenting learning is enough to determine the success of increasing Arabic intelligence. Various language activities will encourage students to strive to improve their mastery in multiple activities that support the achievement of results; as explained, *"Students are required to be able to express themselves and communicate using Arabic through creative activities such as writing short stories or making videos in Arabic. The students' competencies in the classroom are different, but I try to explore learning creativity to provide wide opportunities in honing language skills (al-Abgaff, personal communication, August 13, 2023)."*

Arabic language activities facilitated in the learning process require efforts to actualize the linguistic intelligence possessed by students. Self-expression in Arabic, both orally and in writing, can manifest in various forms, such as the ability to communicate through conversation, debate, and so on, as well as through writing stories to give rise to the imagination so that intelligence will be further developed. The teaching pattern in honing linguistic intelligence can provide an experience for students to develop language skills. Thus, the potential of Arabic can develop variously depending on how teachers present creativity and stimulus to help the learning process.

Discussion

The study results at the two universities show no significant difference in the level of verbal-linguistic intelligence if the dominance at the standard level is more critical in all students studying Arabic. This strengthens the position and role of students in learning Arabic better. A comparison of the level of verbal-linguistic intelligence at the two universities is as follows:

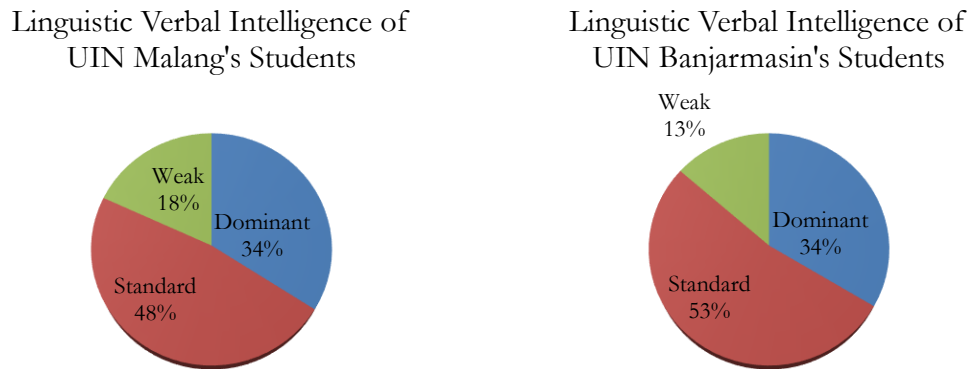


Figure 1. Comparison of Linguistic Intelligence Levels of Students

The figure above shows that comparing students' verbal-linguistic intelligence levels at UIN Maulana Malik Ibrahim and UIN Antasari Banjarmasin is not much different. This means that the percentage between these three levels is typical in the average university, where the standard level is more dominant than the dominant level. In contrast, the dominant level is more than the weak level. This positively affects presenting learning through peer tutors to make learning effective.

Intelligence is fundamental to an individual's ability to achieve various goals through beneficial actions or resolving conflicts. It is a skill in resolving disputes or creating value in the environment (Mukni'ah, 2021). In the process of learning language, intelligence determines expertise in processing information and pouring ideas and ideas verbally. Students with language skills certainly have intelligence in processing information and realizing these ideas in a speech by the rules of the language studied.

Linguistic intelligence includes manipulating grammar or structure, phonology, semantics, and pragmatics (Susanti, 2020). It is also the ability to use a variety of languages, including mother tongues and foreign languages, to communicate thoughts and understand others' communication. It is often referred to as verbal intelligence because it involves the skill of communicating orally and in writing and the ability to master a foreign language (Yaumi, 2012). A child with high language intelligence can tell stories and humorous scenes with extraordinary ability, demonstrate above-average writing skills for his age, and have superior memory in remembering names, places, dates, and other information. When compared with children his age (Hilmi, 2023).

Language processing is located in the left brain, so for people with language skills, the left brain's dominance is very felt. This intelligence can be realized by realizing word strings through structural manipulation and the ability to present language changes in foreign languages that intend to communicate based on their thoughts (Aziza, 2020).

Linguistic intelligence is intelligence in processing words, also known as using words correctly, orally and in writing (Yaumi, 2012). *Verbal linguistic intelligence* is also defined as a person's ability to use different languages and words, written or oral, in other forms to express different ideas. In addition, linguistic intelligence can also be interpreted as the accuracy of thinking with various words and using language to express and convey complex meanings (Zulfitria, 2021).

They are interested in playing with words, enjoy reading books, appreciate poetry and puns, and are happy to listen to stories without looking at books. In addition, they can communicate thoughts, feelings, and ideas clearly and respond well to different types of sounds, rhythms, colors, and spoken words (Apriyani, 2022). Using words is the primary way of thinking and solving problems for people with this intelligence (Fikriyah, 2018). They have excellent listening (input) and verbal production (output) skills.

As a typical form of communication, verbal linguistics has language characteristics: 1) Systematically, this implies that language is an orderly, standardized, and reliable way of combining sounds and compositions. 2) Arbitrarily, it indicates that language involves the relationship between different sounds, visuals, articles, and ideas. Each language has a variety of words that represent a particular concept. 3) Flexible, describing the ability of language to change with development, especially in terms that continue to evolve along with the advancement of science and innovation. Varied means that in terms of pronunciation and use of the language, there are a wide variety of dialects or different ways. The apparent differences are in pronunciation, special terms, and punctuation. 4) Complex, especially when thinking and reasoning skills are influenced by the ability to use language to explain various ideas, thoughts, and relationships that can be controlled when thinking and reasoning (Dhieni, 2021). To support this, the language environment is essential in improving students' verbal-linguistic skills (Setiyadi, 2023).

Students also need various experiences related to speech-language intelligence. Listening, speaking, reading, and writing exercises will help learners master essential life skills: thinking, learning, solving problems, communicating, and creating new things. For listeners, the human voice is the first experience of language (Noermanzah, 2020). Daily communication in Arabic will improve language skills so that the natural learning process will be obtained significantly. Appropriate Arabic teaching strategies will make students actively use Arabic every day by using linguistic intelligence.

CONCLUSION

The level of linguistic intelligence of UIN Maulana Malik Ibrahim Malang students is an average of 73,75, which intelligence can help them absorb Arabic language material well. This means that students can develop Arabic language skills optimally. Meanwhile, the linguistic intelligence of new students of UIN Antasari Banjarmasin has an average of 75,41, which intelligence can help them absorb Arabic language material well. Also, it means that students can develop Arabic language skills optimally. The Arabic learning outcomes of UIN Maulana Malik Ibrahim Malang students are classified as good, with an average of 73.31, and a good ability to understand the material. The study results showed that 34% of UIN Maulana Malik Ibrahim Malang students had dominant linguistic intelligence, 48% had standard linguistic intelligence, and 18% had low linguistic intelligence. Similarly, at UIN Antasari Banjarmasin, 34% of the students had dominant linguistic intelligence, 53% had standard

linguistic intelligence, and 13% had low linguistic intelligence. Meanwhile, the Arabic learning outcomes of UIN Antasari Banjarmasin students are classified as good, with an average of 76.63 and a good ability to understand the material.

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The author's contribution to the research and preparation of this journal article is in research executor: DH, NT, HS. Questionnaire distributor: HS, NT. Data collector and processor: DH. Article author: DH. Translator: NT

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