



CLASSROOM MANAGEMENT AND ARABIC LEARNING PROCESS BASED ON MULTIPLE INTELLIGENCES IN ELEMENTARY SCHOOL

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Abstract

This study addressed to explore classroom management and Arabic Learning process based on Multiple intelligences theory implemented by the teacher. The study was a case study with descriptive qualitative approach. The data were collected by interview, documentation, and observation. Then, the data were analyzed with the following steps: data collection, data reduction, data display, verification, and affirmation conclusions. The result of this study revealed that the students were classified based on their intelligences with interview and appropriate test of multiple intelligences done by MIR team. Therefore, Arabic teacher implemented a suitable method in the Arabic learning process for each class based on their needs. Yet, the teacher faced an obstacle when teaching the students with logical-mathematical and interpersonal intelligences. Another data indicated that classroom was not only the class for learning, sometimes the teacher challenged the students to study outdoor, school environment. The school environment and facilities contributed to support learning process and give the students more space to be creative and aware with what they found in the school environment.

Keywords: *Arabic learning, classroom management, multiple intelligences, elementary school*

Introduction

Classroom management is very important to make effective teaching and learning.¹ The goals of classroom management are to make positive classroom atmosphere and effective classroom management.² Jane Bluestein said, although, the teachers have good teaching preparation, they will face various students in the class.

¹ Jonathan Ryan Davis, *Classroom Management in Teacher Education Programs*, (USA: Palgrave Studies in Urban Education, 2018), 7.

² Katharina Sieberer-Nagler, "Effective Classroom-Management & Positive Teaching", *English Language Teaching*, Vol. 9, No.1, 2016, 163.

Moreover, uncooperative student behavior makes the lesson plan messy.³ Some of these reasons make teacher feel frustrated, angry, and a bit defeated.⁴ Thus, teacher must encounter with unpredicted event and have capability to control student behavior.⁵

Albert and Troutman, quoted by Li Qinglan, et.al, define that classroom management is teacher's ability to cooperatively manage time, space, resources and student roles and student behaviors to provide a climate that encourages learning.⁶ Evertson and Weinstein, in Tracey Garrett.⁷ The definition confirms that classroom management cannot be ignored in order to increase learning quality. The teachers must have good skills and adequate knowledge so that they can manage the class well. In addition, teachers must have good understanding about the uniqueness of every student psychologically, including their learning styles.⁸

Every student is unique. Borich stated, as quoted by Suleyman Celik,⁹ in fact, all learners are not like each other and their learning styles are different. Student can learn better either in pairs, in small groups or independently. While some students may prefer written work, others may prefer and learn better by performing an activity. The differences of students in our school bring different needs to class. Every needs and differences of student influence learning activities they need in order to make learning successful and more effective.

A psychologist and Harvard professor, Howard Gardner, introduced multiple intelligences theory. Multiple intelligences theory comes from his belief that children have multiple ways to learn. In addition, this theory states that there are eight ways people learn or complete tasks.¹⁰ Based on this theory, we can conclude that there are many ways to teach the students.

Although each student possesses all eight intelligences and can develop all of them to a reasonable level of competence, children have proclivities or inclinations toward particular intelligences from a very early age.¹¹ In this case, teacher must aware

³ Jane Bluestein, *Managing 21st Century Classrooms: How do I avoid ineffective classroom management practices?*, (USA: ASCD Publications, 2014), 1.

⁴ Interview with Ust. Yasin, Arabic language teacher at MAN 1 Malang. Wednesday, March, 20 2019

⁵ Nagler, "Effective Classroom Management and Positive Teaching", 163.

⁶ Li Qinglan, Wu Junyan, and Hou Shongshan, "Effective Classroom Management in Young Learners English Teaching", https://scholar.google.co.id/scholar?q=effective+classroom+management+in+young+learners+english+teaching&hl=id&as_sdt=0&as_vis=1&oi=scholar, (accessed May 9, 2019).

⁷ Tracey Garrett, *Effective Classroom Management: The Essentials*, (New York: Teachers College Press, 2014), 5.

⁸ Baharuddin, *Psikologi Pendidikan*, (Yogyakarta: Ar-Ruzmedia, 2007), 22.

⁹ Suleyman Celik, "Managing the Classes by Using Multiple Intelligence Instruction", *Journal of Education*, Vol. 4, No. 1, 2003, 24.

¹⁰ Andrea Lauren Heming, *Multiple Intelligences in The Classroom*, (Kentucky: Honor College Capstone Experience, Thesis Project. Paper 138, 2008), i.

¹¹ Thomas Armstrong, *Multiple Intelligence in The Classroom: third edition*, (USA: ASCD Publications, 2009), 32.

about particular intelligence belong to students. Because, based on this theory, teacher can implement appropriate teaching strategies to students in order to make successful and effective teaching and learning activities.

Sibel compared multiple intelligences theory with the traditional education method in her research. The result is that multiple intelligence method which was applied on experiment group has a meaningful distinction compared to traditional education method applied on control group.¹² In the other hand, The Glomo-Narzoles's study that cited by Sulaiman¹³, revealed that when students' multiple intelligences were accommodated in the English classroom, they became highly motivated in the teaching, in this case is in acquiring the target language. So, based on those studies multiple intelligences can help teacher in teaching and learning activities.

One of the schools that applies multiple intelligence in classroom management and teaching and learning process is SD Plus Al-Kautsar Malang. Teaching and learning methods tailored to the learning style of students.¹⁴ One of the subjects taught here is Arabic language, as a local subject. According to Gardner, every human being has his own intelligence which later will be able to develop according to the culture and where he lives. But in the world of public education the concept of intelligence is often rejected, especially in language learning.¹⁵ Conversely, Multiple Intelligence-based teaching indicates language learning to develop verbal linguistic intelligence in using a second language. For example, there is a task offer given by the teacher to students and adapted to the students' learning style so that it can facilitate them in obtaining language knowledge with a learning style they like.¹⁶

This study is continuing the previous study. Some studies showed the instruction in elementary school focuses on the use of the eclectic method and students' achievement taught with it¹⁷ and the implementation of the curriculum 2013 of Islamic elementary school¹⁸. The other research showed the teacher's use of the Multiple Intelligences Theory on vocabulary acquisition by preschoolers during

¹² Sibel GurBuzoglu Yalmanci and Ali Ibrahim Can Gozum, "The effect of Multiple Intelligence theory based teaching on student's achievement and retention of knowledge (example of the enzymes subject)", *International Journal on New Trends in Education and Their Implications: IJONTE*, Vol. 4, No. 3, 2013, 27.

¹³ Sulaiman Alrabah, Shu-hua Wu, and Abdullah M. Alotaibi, "The Learning Styles and Multiple Intelligences of EFL College Students in Kuwait", *International Education Studies*, Vol. 11, No.3, 2018, 40.

¹⁴ Academic Guidance Book of SD Plus Al-Kautsar, 2018, .2

¹⁵ Ramen Akbari, Kobra Hosseini, "Multiple Intelligence and Language Learning Strategies: Investigating Possible Relations", *System*, Vol. 36, No. 2, 2008, 2.

¹⁶ Jane Arnold Morgan & M^a Carmen Fonseca, "Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective", *International Journal of English Studies*, Vol. 4, No. 1, 2004, 7.

¹⁷ Raswan, "Pengaruh Metode Pembelajaran Eklektik Terhadap Hasil Belajar Bahasa Arab Siswa", *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 5, No.1, 2018, 121.

¹⁸ Azkia Muharrom Albantani, "Impelementasi Kurikulum 2013 pada Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah", *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 2 No. 2, 2015, 178.

English as a second language (ESL) classes in a K-12 school in Libanon.¹⁹ The other research showed how MI theory was used in the project as a basis for suggestions to generate classroom practices; how participating teachers evaluated the project; and how teachers responded to the professional experience.²⁰ The result of this study can be a new insight to other school which plans to implement MI theory in classroom management and teaching and learning process. The statement is supported by the results of the research which shows multiple intelligences and foreign language learning have an ongoing, complex, and interactive relationship, and foreign language learning discipline MI profile is suggested.²¹

Recently, classroom management is a popular issue in educational field. Based on the previous study, smart classroom learning model is indicated based on the concept of ambient intelligence. The result showed the classroom management about ambient intelligence had positive effect of the application of the ambient intelligence-based smart classroom model on learning result.²² Another study argued that classroom management is a crucial skill for any teacher and others unveiled that classroom management strategies through the use of role-play simulation is an effective active learning strategy.²³ Clement said classroom management is essential to a teacher's success. The aim of this study is to reveal how do the classroom management and teaching and learning process in Arabic subject implemented in this school based on multiple intelligences.

Method

This study employed descriptive qualitative approach and used case study method. Qualitative research aims to understand the phenomenon of what is experienced by research subjects holistically and through description in the form of words and language, in a specific context that is natural and using various scientific methods.²⁴ Case study method in this study aimed to explore the information about classroom management and learning process based on Multiple Intelligences system at Al-Kautsar Elementary School comprehensively.²⁵

¹⁹ Norma Ghamrawi, "Multiple Intelligences and ESL Teaching and Learning: An Investigation in KG II Classrooms One Private School in Beirut, Libanon", *Journal of Advanced Academics*, Vol. 25, No. 1, 2014, 25.

²⁰ Joan Hanafin, "Multiple Intelligences Theory, Action Research, and Teacher Professional Development: The Irish MI Project", *Australian Journal of Teacher Education*, Vol. 39, No. 4, 2014, 126.

²¹ Perigan Savas. "Pre-service English as a Foreign language teacher's perceptions of the relationship between multiple intelligences and foreign language learning", *Learning and Individual Differences*, Vol. 22, 2012, 850-855.

²² Vitomir Radosavljevic, Slavica Radosavljevic & Gordana Jelic. "Ambient intelligence-based smart classroom model, Interactive Learning Environments", 2019.

²³ Ryan Niemeyer, Aaron Johnson & Ann Elizabeth Monroe. "Role Play for Classroom Management: Providing a Lodestar for Alternate-Route Teachers", *The Educational Forum*, Vol. 78, No. 3, 2014, 338-346.

²⁴ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Rosdakarya Offset, 2007), 6.

²⁵ Robert K. Yin, *Case Study research Design and Methods: Third Edition*, (USA: Sage Publication, 2002), 7.

Data collection techniques are as follows; interview, observation and documentation. Researchers interviewed Arabic language teacher and coordinator of Multiple Intelligences Research. Observation was utilized to get information on school environment and classroom management physically. Meanwhile, documentation was used to get information about classroom management and learning process from document; lesson plan and academic guidance book. The technique of data analysis used in this study was conducted through the following steps: data collection, data reduction, data display, and verification and affirmation conclusions.²⁶

Result

Classroom Management

Al-Kautsar Elementary School is a formal education unit at the basic education level, under the auspices of the Pelita Hidayah Foundation. Al-Kautsar Elementary School of Malang was established in 2004 and obtained its operational permit on February 14, 2005 from the Malang City Education Service and has been extended in 2010 and 2016. As a form of community-based education (Society Based Education), Al-Kautsar Elementary School has religious peculiarities in the form of integrated basic education with Islamic nuances.

For more than a decade, Al-Kautsar Elementary School Malang has scored 8 batches of graduates who are ready to compete at the advanced education level. Al-Kautsar Elementary School continues to improve itself so that it is more firmly established in its existence in the world of education, especially the characteristics of experience.²⁷

Various predicates that are held reflect the direction of the school that is supported by the school culture and the form of educational services. Al-Kautsar Elementary School Malang is a pioneer of Multiple Intelligences-based schools, organizes child-friendly schools, is a caring and cultured school at the Independent National level, as well as a national-level quality culture school.

The peculiarities of the curriculum in this school are KTSP K-13 (national content, local content (Javanese language and culture), school specificity (English, Arabic, Technology and Information, and Environmental Learning), and Multiple Intelligences system-based classroom management system. Related to classifications and learning processes, learning methods are adapted to student learning styles so that it influences the teacher's teaching style in the learning process.²⁸

Classroom management is sheltered by team teaching (two teachers in one class) for class I, II, III. Class IV, V and VI only one teacher, then subject teachers who are competent in their fields. The grouping of students based on Multiple Intelligences began to be done from class III to class V. This is because in class I and

²⁶ Burhan Bungin, *Analisis Data Penelitian Kualitatif*, (Jakarta: PT Raja Grafindo Persada, 2003), 70.

²⁷ Al-Kautsar, *Guidance Book of Al-Kautsar Elementary School Malang*, 2018, 1.

²⁸ Al-Kautsar, *Guidance Book of Al-Kautsar Elementary School Malang*, 2.

II, students are considered still in the stages of intelligence formation and class VI does not applied Multiple Intelligences class because learning has been focused on School Final Examination preparation. Classroom management is classified into several more dominant intelligence categories, such as the following²⁹:

| Num | Class | Classification of Class |
|-----|-----------|---------------------------------|
| 1 | III-V (A) | INTERPERSONAL-LINGUISTICS |
| 2 | III-V (B) | MATHEMATIC-LOGIC, INTRAPERSONAL |
| 3 | III-V (C) | VISUAL-SPASIAL, MUSICAL |
| 4 | III-V (D) | NATURAL-KINESTETIC |

Table 1. Classification Class

Grouping students is not formed according to the eight intelligences that exist in Multiple Intelligences, only adapted to the classification of cognate intelligence. This grouping is done through research at the end of the year in grades 3-5 involving parents and teachers who are MIR (Multiple Intelligences Research) teams. The MIR team in the school consists of 10 people from the teacher. Teachers in charge of the MIR team must take part in training and tests of Compound Intelligence.

Recognition from the MIR Coordinator, that she conducted several trainings, namely at the beginning of the MIR Center Team under the auspices of the Next Education Foundation, Surabaya conducting training at SD Plus Alkautsar on class management classifications based on Multiple Intelligence. In the past few years, the MIR Team has been generated by teachers in schools, but the final determination of student groups remains under the auspices of the Central MIR Team. Other training is in the form of how to deal with students with various intelligences, so that teachers are able to teach based on the psychological conditions and intelligence of students.³⁰

The student grouping is done at the end of the semester based on the two most dominant intelligences. It considers the number of male and female students who are balanced in one class so that there is a combination of intelligence that is still allied. The number of students in one class consists of 25 people (maximum).

This grouping is done through several stages. *First*, the teacher interviews students according to the instruments made and performs a game, such as; drawing, singing, guessing pictures, playing toothpicks, etc. This activity is carried out with no special schedule, when there is a break or leisure time, the teacher who becomes the MIR Team conducts this activity with students. It's about 5-6 people in one interview and game. This activity is carried out in February in the even semester and ends before the start of the new school year.

Second, the MIR Team is that the teacher will interview parents regarding the habits of students at home. This interview is every week at school. The procedure that is carried out is that the teacher and parents meet at the school with the schedule that

²⁹ Arabic Teacher of Al-Kautsar, "Lesson Plan Class V of Arabic Teacher Elementary School Malang", 2019, 3.

³⁰ Interview with Coordinator Multiple Intelligence of Al-Kautsar Elementary School Malang on Saturday, Mei 4th 2019 in Al-Kautsar Elementary School Malang, time 10.00 WIB.

the teacher has provided on Saturday to 12.00 WIB. If there are still parents who cannot be interviewed regarding their habits and character at home, consequently there is no relevant information about students at home, but it can still be analyzed based on interview data with the students concerned.

Third, the results of tests conducted by the MIR Team will be consulted with the BK teacher and the principal as a preliminary description of two more dominant student intelligences. *Fourth*, the test results that have been classified by the MIR Team in the school will be sent to the MIR Center Team located in Surabaya under the auspices of the Next Education agency under the leadership of Mr. MC for the final classification of students' intelligence.

After the grouping of students, the supporting factors of student learning success are adequate facilities and infrastructure to support the multiple intelligence-based student learning needs. Educational facilities provided are³¹:

| No | Facility |
|-----|--|
| 1. | Classroom (20-25 students), LCD in every classroom, Laptop, and Speaker. |
| 2. | Student Center, Digital Library, Science Laboratory |
| 3. | Art room |
| 4. | Dining room and Kitchen |
| 5. | Canteen |
| 6. | Field |
| 7. | Swimming pool |
| 8. | Adiwiyata Hall and Multipurpose room |
| 9. | Mosque |
| 10. | Educational Park |
| 11. | Health Service room |
| 12. | Administration room |
| 13. | Hostel Fullday School |
| 14. | Sanitation room with a ratio of 1:30 |
| 15. | Area of Traditional Game |
| 16. | Parking Area |

Table 2. The supporting factors of student learning success

Arabic Language Learning Activities

Arabic subjects at Al-Kautsar Elementary School fall into the category of Subject Groups which are filled with school characteristics. Arabic learning is given at every level, allocating two hours per week to class I-VI.

The strategies applied by the teacher in the process of learning Arabic at Al-Kautsar Elementary School differ according to the classification of students' multiple intelligences. The impact of classifications based on Multiple Intelligence is that the

³¹ Al-Kautsar, "Lesson Plan Class V of Arabic Teacher Elementary School Malang", 4.

teacher's teaching style adapts to student learning styles. Therefore, teachers are required to be able to use various strategies so that the material delivered to students is easier and more enjoyable.

The material provided is still within the scope of language skills and elements of language. The material was based on Yudhistira in 2015 and was adjusted to the curriculum of 2013. The material contained in the book was discussed per theme and based on integrated themes. The themes are: introduction, school tools, profession, address, family members, family at home. This book is also equipped with exercises for every language skill and linguistic element.

The emphasis of the material given by the teacher is more on understanding of the vocabulary and use of the word in grammar, then delivered either verbally or in writing. The unique thing in this school is the concept of contextual language learning, so that Arabic learning is meaningful for students. They found formulations in using language in accordance with the environment in the school.

The process of learning Arabic based on Multiple Intelligences in detail can be seen in the following table³²:

1. Planning

| No | Aspect | Classification of Class | | | |
|----|---------------------|--|---|-----------------------------------|---------------------------|
| | | INTERPERSONAL-LINGUISTIC (A) | MATHEMATIC-LOGIC, INTRAPERSONAL (B) | VISUAL-SPASIAL, MUSICAL (C) | NATURAL-KINESTETIC (D) |
| 1. | Core Competences | a) Understanding factual knowledge by observing [listening, seeing, reading and asking questions based on curiosity about him, God's creatures and activities, and objects that are found at home and at school] b) Presenting factual knowledge in clear and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect a child's faithful behavior and noble character | | | |
| 2. | Basic Competences | a) The ability to understand words, and simple sentences verbally and in writing related to the topic | | | |
| 3. | Indicator | a) Students are able to use <i>mufradât</i> in simple sentences b) Students are able to answer questions or practice questions | | | |
| 4. | Learning Objectives | a) By listening to <i>mufradât</i> , students are expected to be able to recall the <i>mufradât</i> that has been taught b) By asking about <i>mufradât</i> , students are expected to be able to understand the contents of the existing text c) By making sentences verbally, students are expected to be able to train students' courage in expressing their opinions | | | |

³² Arabic Teacher of Al-Kautsar, "Lesson Plan Class V of Arabic Teacher Elementary School Malang", 3.

| | | |
|----|--------------------|---|
| | | d) By doing problem training, students are expected to be able to make sentences according to the pattern |
| 5. | Material | تعارف |
| 6. | Method | Inquiry Based learning |
| 7. | Media | LCD, Laptop, Speaker |
| 8. | Teaching Materials | Writer : Nur Hasaniyah Publisher : Yudhistira Year : 2015 |

The Role of Teacher in Managing Classroom Management

a. Interpersonal Linguistic Class

Class (A) in which students are classified as having Interpersonal Linguistic intelligence, here are some steps the teacher has in managing Multiple Intelligences based Arabic language learning classes, which are divided into the following steps. *First*, the teacher conducts an alpha zone as the initial communication in carrying out learning. This is like apperception by guessing words and continuing words about the material being studied. *Secondly*, the teacher provides a stimulus for students to be enthusiastic about learning. *Third*, the teacher gives the vocabulary that was taught at the previous meeting. *Fourth*, the teacher instructs students to answer the vocabulary they have learned, then looks for a partner to guess words with their friends. *Fifth*, the teacher gives an explanation regarding the sentence pattern that is adjusted to the theme. *Sixth*, the teacher instructs students to practice making sentences with patterns that have been determined orally. *Seventh*, the teacher listens and corrects things related to student errors. *Eighth*, the teacher instructs students to make written sentences and independent assignments that need to be done at home. *Ninth*, as a closing that the teacher provides an opportunity for students to conclude learning material and reflect on activities that have taken place together.

b. Mathematical-logical, Intrapersonal Class

Class (B) in which students are classified as having Logical-Mathematical and Intrapersonal intelligence, here are some steps of the teacher in managing Multiple Intelligences-based Arabic learning classes, which are divided into the following steps. *First*, the teacher performs the alpha zone as the beginning of communication in carrying out learning with light movements holding the fingers of the students to other friends and following the teacher's movements. *Secondly*, the teacher provides a stimulus for students to be enthusiastic about learning. *Third*, the teacher provides the vocabulary that has been taught at the previous meeting by drilling the vocabulary coherently. *Fourth*, the teacher provides an explanation regarding the sentence pattern that is adjusted to the theme using a formula that is adjusted to the sentence pattern. *Fifth*, the teacher instructs students to practice making sentences with written patterns. *Sixth*, the teacher listens and corrects things related to students' mistakes. *Seventh*, the

teacher instructs students to make written sentences and independent assignments that need to be done at home. *Eighth*, as a closing that the teacher provides an opportunity for students to conclude learning material and reflect on activities that have taken place together.

c. Visual-spatial, Musical Class

Class (C) in which students are classified as having Visual-spatial and Musical intelligence, here are some steps the teacher has in managing Multiple Intelligences-based Arabic learning classes, which are divided into the following steps. *First*, the teacher conducted an alpha zone as the initial communication in carrying out learning by carrying out singing activities, namely with the song "*Lau anta saidun*". *Secondly*, the teacher provides a stimulus for students to be enthusiastic about learning. *Third*, the teacher gives instructions to students to sing songs about vocabulary learned according to the theme. *Fourth*, the teacher gives an explanation regarding the sentence pattern that is adjusted to the theme according to the sentence pattern. *Fifth*, the teacher instructs students to practice making sentences with written patterns. *Sixth*, the teacher listens and corrects things related to students' mistakes. *Seventh*, the teacher instructs students to make written sentences and independent assignments that need to be done at home. *Eighth*, as a closing that the teacher provides an opportunity for students to conclude learning material and reflect on activities that have taken place together.

d. Kinesthetic-Naturalists Class

Class (D) in which students are classified as having Naturalist-Kinesthetic intelligence, here are some steps the teacher has in managing Multiple Intelligences-based Arabic learning classes, which are divided into the following steps. *First*, the teacher performs the alpha zone as the beginning of communication in carrying out learning with light movements holding the fingers of the students to other friends and following the teacher's movements. *Secondly*, the teacher provides a stimulus for students to be enthusiastic about learning. *Third*, the teacher provides the vocabulary that was taught at the previous meeting and the teacher gives instructions so that students show the meaning of the vocabulary related to the theme being studied. *Fourth*, the teacher provides an explanation regarding the pattern of sentences adjusted to the theme. *Fifth*, the teacher instructs students to practice making sentences with patterns that have been determined orally. *Sixth*, the teacher listens and corrects things related to students' mistakes. *Seventh*, the teacher instructs students to make written sentences and independent assignments that need to be done at home. *Eighth*, as a closing that the teacher provides an opportunity for students to conclude learning material and reflect on activities that have taken place together.

2. Evaluation

| No | ASPECT | CLASSIFICATION OF CLASS | | | |
|----|-----------------|-------------------------------------|--|------------------------------------|-------------------------------|
| | | INTERPERSONAL-LINGUISTIC (A) | MATHEMATIC-LOGIC, INTRAPERSONAL (B) | VISUAL-SPASIAL, MUSICAL (C) | NATURAL-KINESTETIK (D) |
| 1 | EVALUATION FORM | Authentic Assessment | | | |

After learning evaluation, the students' learning outcomes in the class are obtained related to the material that has been taught. Good student learning outcomes are not caused by factors due to the Multiple intelligence class, but still individual factors fully determine the learning outcomes obtained by students in the learning process, such as students' intellectual intelligence.³³

After an evaluation is held, the results obtained are a concrete picture of students' abilities. After that, the teacher takes remedial action for students who are still lacking in understanding or Arabic language ability, while the teacher enriches students who have abilities that have achieved the learning goals. Thus, the results of Arabic learning can be achieved optimally.

Discussion

The result of data analysis revealed that Multiple Intelligences (MI) can be used in the classroom management and Learning process. Student classification based on their Intelligences help teacher to provide effective classroom environment which is one of the aspects of classroom management.³⁴ Thereby, that classification help teacher to decide appropriate strategies in teaching and learning. Because, Silver stated, as quoted by Pokey Standford,³⁵ every child has different predispositions in the eight intelligences, so any specific strategy is likely to be highly effective implemented in one group of students and less effective with others. This strategy written in lesson plan. Michael Rettig elucidated that teacher can develop the plans for particular activities that combines every intelligences.³⁶ The other study focused on the relationship

³³ Interview with Arabic teacher of Al-Kautsar Elementary School Malang on Saturday/ Mei, 4th 2019 in Al-Kautsar Elementary School Malang, time 09.00 WIB.

³⁴ Ana Clara Sanchez Solarte, "The Importance of Classroom Management for Novice Teachers", University of Narino, *Conference Paper*, 2011, 1.

³⁵ Pokey Standford, "Multiple Intelligence for Every Classroom", *Intervention in School and Clinic*, Vol. 39, No. 2, 2003, 82.

³⁶ Michael Rettig, "Using the Multiple Intelligences to Enhance Instruction for Young Children and Young Children with Disabilities", *Early Childhood Education Journal*, Vol. 32, No. 4, 2005, 258.

between intelligence, language and learning is a challenging field to study and suggested for implementation in the classroom.³⁷

Students are classified with MI theory and divided into four classes (Interpersonal-Linguistic, Mathematic-Logic, Intrapersonal, visual-Spasial, musical, natural kinesthetic). Then, every classroom has teacher who has similar tendency of intelligence with them. This is due to teachers' intelligence influence their teaching strategies³⁸ and that help teacher to understand their students whose same intelligences with them. Yet, for Arabic teacher this is an obstacle to teach Arabic language in all class. Because she has to understand all types of student's intelligences and their needs while her intelligence is different. She has to continually place appropriate method for each class.³⁹ Specifically, she faces an obstacle when she teaches the students who have mathematical-logical and interpersonal intelligences.

This study also found that school environment and facilities can support student taught with multiple intelligences approach. So that the student can be more active, creative, and enjoy the lesson. Sd Plus al-Kautsar has a good educational environment that has nature nuances. Sometimes, the students were challenged to learn from what they get in the school environment, these are aimed to support student's multiple intelligences. This finding was in agreement with Rita and Ocih's study.⁴⁰ They argued that the planning of indoor and outdoor playgrounds, in this case is educational environment or school environment, should be well-prepared, in order to promote the development of children's multiple intelligence. This is also in accordance with Francis and Segun conclusion in their study.⁴¹ They stated that learning environment of students is one of the factors that influence on student's achievement chemistry. In addition, the previous study by Gokhan BAS found that the pupils who are taught by multiple intelligences instructional strategy have better environmental awareness knowledge and attitude levels than those who have been taught by traditional one.⁴² In this context, it can be implied that the environment influences to student achievement and educate student to be aware on environmental issues and also love it.

³⁷ Perigan Savas, "Pre-service English as a Foreign language teacher's perceptions of the relationship between multiple intelligences and foreign language learning", *Learning and Individual Differences*, Vol. 22, 2012, 850–855.

³⁸ Zahra Dolati and Abdorreza tahriri, "EFL Teachers' Multiple Intelligences and Their Classroom Practice", *SAGE open*, Vol. 7, No. 3, 2017, 3.

³⁹ Pokey Standford, "Multiple Intelligence for Every Classroom," 82.

⁴⁰ Rita Mariyana and Ocih Setiasih, "Indoor Outdoor Playground Learning Environment Setting Design to Enhance Childrens Multiple Intelligence Potential", *Advances in Social Science, Education and Humanities Research (ASSEHR)*, Atlantis Press, Vol. 58, 2017, 394.

⁴¹ Francis A. Adesoji and Segun M. Olatunbosun, "Student, teacher, and school environment factors as determinants of achievement in senior secondary school chemistry in Oyo State, Nigeria", *The Journal of International Social Research*, Vol. 1, No. 2, 2008, 31.

⁴² Gokhan BAS, "The Effect of Multiple Intelligences Instructional Strategy on The Environmental Awareness Attitude levels of Elementary students in Science Course", *International Electronic Journal of Environmental Education*, Vol. 1, No. 1, 2010, 53.

Teacher stated that teaching is more enjoyable. Because, the students have same intelligences that need same strategies in learning. The teacher informed that the engagement of Students taught with MI theory and classified based on their intelligences is higher than students taught with MI theory and not classified based on their intelligence. This fact is consistent with the finding of Evelyn research.⁴³ Her study discussed about the impact of a multiple intelligences teaching approach drug education program on drug refusal skills of Nigerian pupils. She revealed that Multiple Intelligence Teaching Approach (MITA) promote student more active and get involved in the learning process. Utilizing this theory in classroom management and class classification, can help teacher to give the needs of students with particular intelligence.⁴⁴

According to the student's achievement data we can conclude that student educated with Multiple Intelligences theory gain high score even almost perfect. It can be said that the implementation of MI theory in the learning process have been effective. This is parallel to Evelyn's study. She stated that MITA is more effective than the traditional teaching approach in helping pupils.⁴⁵ In addition, personal remedial is still needed for certain students. Another fact referring to that data is that there is no significant correlation between student's who have linguistic intelligence and language achievement. This fact also stated by Majid, et-al, that All multiple intelligences, except logical-mathematical intelligence, have not significant correlation with English language achievement.⁴⁶ Hafsyah Maisaroh confirmed that there is no significant relationship between student's linguistic intelligence and their achievement in reading skills.⁴⁷

Conclusion

Successful education is affected by classroom management, including student classification. Student and teacher classification based on their intelligence help teacher to determine appropriate learning method. But, for an Arabic teacher, including all teachers except classroom teacher, they must understand all of the intelligence that students have and their needs. Thus, the teachers need to be trained

⁴³ Evelyn N. Nwagu, Chuks E. Ezedum, and Eric K. N. Nwagu, "The Impact of a multiple intelligences teaching approach drug education programme on drug refusal skills of Nigerian pupils", *IUHPE, Global Health Promotion*, Vol. 22, No. 3, 2015, 41.

⁴⁴ Karim Hajhashemi, Fatemeh Parasteh Ghombavani, and Seyed Yasin Yazdi Amirkhiz, "The relationship between Iranian EFL High School Students' Multiple Intelligence Scores and their Use of Learning Strategies", *English Language Teaching*, Vol. 4, No. 3, 2011, 219.

⁴⁵ Evelin N. Nwagu, Chuks E. Ezedum, and Eric K. N. Nwagu, "The Impact of a multiple intelligences teaching approach drug education programme on drug refusal skills of Nigerian pupils," 41.

⁴⁶ Majid Pour-Mohammadi, Mohammad Jafre Zainol Abidin, and Khairul Anuar bin Yang Ahmad, "The Relationship between Students' Strengths in Multiple Intelligences and Their Achievement in Learning English Language", *Journal of Language Teaching and Reasearch*, Vol. 3, No. 4, 2012, 683.

⁴⁷ Hafsyah Maisyarah, "The Correlation Between Students' Verbal Linguistic Intelligence and Their Reading Achievement", *Thesis*, Syarif Hidayatullah State Islamic University, 2016, v.

continually in order to implement Multiple Intelligence theory for better education. School environment and facilities provided by the school also affecting the successful education and learning process. School should provide adequate facilities and supportive school environment. They can be used by the teacher to challenge the students and to accommodate various activities that student need.

Successful education is not only determined in the school but also in the student environment out of the school, especially their parents. Gina and Ronel underlined in their study that parents' involvement support their child to improve their morale, attitude, and academic achievement across all subject areas, behavior and social adjustment.⁴⁸ Therefore, communication and coordination between teacher and student's parent should be established well. Based on the interview between researchers and teacher, even though this theory has been applied, there are still students who must be assisted personally in learning.[]

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⁴⁸ Gina Madrigal Sapungan and Ronel Mondragon Sapungan, "Parental Involvement in Child's Education: Importance, Barriers, and Benefits", *Asian Journal of Management Sciences and Education*, Vol. 3 No. 2, 2014, 42.

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