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Linguistic Intelligence Development Strategy Through Student Activities: A Case Study in Intensive Arabic Language Learning

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ABSTRACT

This research aimed to reveal the efforts, promotion, and development of the teaching of the Arabic language in the intensive Arabic language teaching at Maulana Malik Ibrahim State Islamic University Malang to improve the linguistic intelligence of students through the student activities of the "Arabic Camp" (Mukhoyyam Arabi). The method used in this research is a case study to describe the various events that occurred in this field, which is the teaching of the Arabic language presented by lecturers of the intensive program for teaching the Arabic language to improve verbal linguistic intelligence. The research focused on the two advanced levels, which were FJ-3 and FJ-4. Among the results of this research were that the students' activities towards the first-place competition, Arabic songs, and Arabic encouraging chants (yel-yel) programmed in the outdoor classroom in the natural environment improved verbal-linguistic intelligence toward using correct and effective words and forming sentences according to grammatical rules aimed at communication.

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Keyword

Arabic Language; Intelligence; Language Activities

مستخلص البحث

الهدف من هذا البحث هو الكشف عن جهود وتعزيز وتطوير تدريس اللغة العربية في البرنامج المكثف لتعليم اللغة العربية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج لتحسين الذكاء اللغوي لدى الطلبة من خلال أنشطة الطلبة "المخيم العربي" (Mukhoyyam Arabi). الطريقة المستخدمة في هذا البحث هي طريقة البحث الوصفي بنوع دراسة الحالة، وذلك لوصف الأحداث المختلفة التي حدثت في هذا المجال، وهي تدريس اللغة العربية الذي قدمه محاضرو البرنامج المكثف لتعليم اللغة العربية لتحسين الذكاء اللغوي اللفظي. وركز البحث في الفصلين المتقدمين وهما فصل (FJ-3 & FJ-4). ومن نتائج هذا البحث هي أنّ أنشطة الطلبة نحو مسابقة الإملائية أو المركز الأول والأغاني العربية والهتافات التشجيعية العربية (yel-yel) المبرمجة في الفصل الخارجي في البيئة الطبيعية حسّنت الذكاء اللغوي الكلامي نحو استخدام الكلمات الصحيحة والفعالة، وتكوين الجمل وفق القواعد النحوية الهادفة للتواصل.

اللغة العربية، الذكاء اللغوي، الأنشطة اللغوية

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INTRODUCTION

The position of the Arabic language in the Intensive Arabic Language Teaching at Maulana Malik Ibrahim State Islamic University Malang has a strategic role, and it is a communication tool in educational life. Through this program, students feel how important it is to be able to interact with each other and exchange ideas using this Arabic language. This program seeks to allocate educational activities to improve and develop students' language so that they can make the most of their Arabic language skills. The development of Arabic linguistic intelligence by students, which includes the ability to use effective language both in writing and speech and to apply Arabic grammar, phonology, and semantics, is one of the many efforts to improve Arabic language proficiency. Intelligence is essentially universal because it can be observed in the use of language for communication and other purposes, as well as in listening to others and those around them. Language intelligence contains areas: (1) production, the activities of speaking, expressing, and communicating with others. Linguistically intelligent students can speak clear and varied words (many words) and easy to understand, (2) comprehension, listening activities, enjoying stories/conversations, and understanding jokes in the form of words, (3) singing, the activity of talking to oneself, processing information, and listening to what one says to oneself (Gunawan, 2012).

Learning speech or speaking skills is the main means of socialization training. Students who can communicate easily with their peers will find it easier to make social contacts so that they can be easily accepted as members of groups. Unlike students with limited communication skills, students who need additional activities such as preschoolers will face social and educational obstacles unless they are as visible as their classmates. Classroom, teaching speech is one-way students learn independence for students who cannot express their wants and needs or cannot attempt to understand them. There are also those who tend to treat them like children, so that they fail to gain the independence they need. Students speaking ability can be observed through the content of the conversation and the number of conversations. The students were first talking about themselves, their hobbies, families, and belongings, which was a self-centered conversation. Students will eventually begin discussing social concerns, which include discussing other individuals. Social discussions at first were more focused on criticizing others through complaints than they were on being social in nature. Most students also make hateful comments and belittle others' behavior and possessions (Hurlock, 2004).

There were many things can be useful in the student's activities in the intensive arabic language teaching especially in language camp activities. Yasin

and Rahmah said that Arabic language camp activities (*Mukhoyyam Arabi*) were able to create a good Arabic language environment and can make participants proficient in speaking Arabic every day (Yasin & Rahmah, 2022).

Amami also said in his research that an intensive Arabic language camp program can help students achieve the goals of teaching Arabic. She has researched this in activities that have been carried out through the Bojonegoro Islamic Enlightenment Institute (القرين, ٢٠٢٢).

Syagif and Titik Nurhidayati said that Arabic Camp had effect on speaking skills. In their research there was a significant influence of the Arabic language camp program on student achievement in the Arabic language learning process. The implementation of the Arabic camp had a positive effect on students' skills in maharah kalam or speaking skills (Syagif & Nurhidayati, 2023).

Based on the knowledge of the important role of the Arabic language among students, the Intensive Arabic Language Teaching Program (PKPBA) of Maulana Malik Ibrahim State Islamic University Malang is trying to make various efforts to improve the Arabic language intelligence through different methods to stimulate the students' Arabic language intelligence so that it develops according to their academic stages. Students are also able to develop language skills independently or under the guidance of lecturers, and therefore these linguistic activities are very good for improving students' intelligence in the Arabic language. As we explained at the beginning of this article, the Arabic language at this university has an important role in developing academic life in the present and future, and among the efforts that can be made to improve students' linguistic intelligence is the use of linguistic activities.

Intelligence is the perfect development of reason and thought, it can also be interpreted as an intelligent and sharp mind, and intelligence can be characterized by perfect physical development such as. According to Wechsler, intelligence is generally characterized by a person's ability to do something at one time with various goals. Howard Gardner believes that intelligence is the ability to resolve conflicts or create something of value for the environment. From the various opinions above, it can be concluded that intelligence is the ability to do something to achieve a goal. A person's intelligence can be known through three things: First, skills in coordinating behavior and thoughts. Second, the ability to change direction of thoughts and actions. Third, skills in criticizing thoughts about what has been done.

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Linguistic intelligence is the intelligence to use words optimally, both written and spoken. Intelligence has four skills, namely speaking, listening, writing and reading. According to May Lwin, linguistic verbal intelligence is the ability to organize thoughts sequentially and be able to use verbal language as a competition, for example writing, speaking and reading. Armstrong is of the view that linguistic verbal intelligence can be categorized as a person's intelligence in processing words or the ability to use words optimally, whether written or spoken. Linguistic intelligence is closely related to verbal both written and spoken and all its rules. Being diligent in using verbal language, having a hobby of telling stories, being very enthusiastic about hearing stories or liking to read are signs that children have more linguistic intelligence. This intelligence encourages children's skills in storing all kinds of information and ultimately is closely related to the child's train of thought. Linguistic intelligence has the characteristics of an intelligence. Elements of intelligence include the ability to manipulate language, language skills, sound systems, meaning, rules of use and use of language

METHOD

This research aimed to reveal the efforts, promotion, and development of the teaching of the Arabic language in the intensive program for teaching the Arabic language at Maulana Malik Ibrahim State Islamic University Malang to improve the linguistic intelligence of students through the student activities of the (*Mukhoyyam Arabi*). The method used in this research is the method Descriptive research of the type of this research uses a qualitative approach with a case study type. In this research, the researchers consider that the problem raised in the current research is very interesting because it is unique and important to be known by language observers who are interested in studying Arabic language intelligence studies. Data collection techniques were carried out through observation and interviews with the head of the PKPBA program & his secretary, lecturers, and advanced level students across faculties (FJ 3 & FJ 4). To obtain data accuracy, researchers used data triangulation based on data sources. The data analysis technique used is the Milles and Huberman model, including data reduction, data presentation, and conclusion (Miles, 2014).

To obtain accurate research results, after completing the process of writing the research results, the researchers authenticate and corrects them, and analyzes them in steps as follows: (1) read the research results taken from and sourced after collecting and writing them in-depth and revised, (2) review or reconsider what was written in the recorded results, (3) conduct a discussion of the research results with colleagues who have competence in the field of teaching Arabic to non-native speakers, (4) taking the recorded data to the expert for teaching Arabic to non-native speakers to ensure the validity of the data results and analysis, and (5) correction of error.

RESULTS & DISCUSSION

Intensive Arabic Language Teaching at Maulana Malik Ibrahim State Islamic University Malang is the educational program responsible for teaching the Arabic language at this university. It is required of all students in the first and second semesters (one year) across all faculties and departments. Teaching method is conducted in the classroom or the campus gardens, using various linguistic activities, and includes the routine various linguistic activities called Arabic camp (*Mukhoyyam Arabi*), which all students must participate in. These activities are carried out at the end of the semester, taking into account that students' Arabic language skills are considered sufficient to participate in all these activities. In these activities, students are provided with greater space and freedom to demonstrate their ability to master the Arabic language skills.

The aim of this is to teach the Arabic language in outdoor to practice competition activities between classes, in addition to training the students' linguistic mentality and their ability to use the Arabic language through various linguistic activities. Activities are conducted students participate in the Arabic camp (*Mukhoyyam Arabi*) in the form of language competitions, such as intelligence competitions (*imathah*), Arabic songs, and Arabic yell-yell (*hutafat tasyji'iyah*). The intelligence competition (*imathah*) is a linguistic competition that tests students' knowledge related to in the language, which includes the rules of vocabulary, structure, or expression, this competition aims to train students' linguistic skills and their speed in responding to the questions presented, and the Arabic Songs and Arabic yell-yell competition are a competition to showcase the singing of Arabic songs in an attempt to increase enthusiasm for teaching the Arabic language.

The goal of this competition is to improve students' ability to speak the Arabic language, especially their speaking skills, and to develop students' creativity, talents, arts, and imagination, in addition to their enthusiasm for

teaching the Arabic language. It is a competition in the Arabic language with a pre-determined topic. This competition is held in a group consisting of 3 people. Each class may not send more than one team. Members of one team are not allowed to be members of another team at the same time. Determine the competitors. To qualify for the preliminary round through the arbitration of the competition's judges, and those watching the competition are not allowed to give answers to the competing teams. If a spectator provides an answer/help in any way to a competing team, the respective team's score will be canceled by 100 points. If there are things that are not listed, they will be listed by the competition judges. Participants will be called 3 times. If they do not attend, they will be considered disqualified unless There is permission to postpone their attendance, accompanied by a logical reason for the participant's attendance in the committee. The decision of the competition's jury is final and cannot be canceled.

The subject of the competition is general information, religion, Islamic scholars, vocabulary, and grammar of the Arabic language, and the Qur'an and Hadith. Participants must arrive 15 minutes before the start of the competition, fill out the attendance list, take the lottery, bring with them stationery, and then sit in the prepared seats. As for the Arabic singing and Arabic yell-yell or chanting chants, it is an entertainment activity that is carried out through singing, screaming or chanting to provide motivation or enthusiasm, which is often accompanied by limb movements and other innovations to attract the attention of others. Each group representing each category presented in front of other groups and the jury, and in Arabic singing, each class sends its singer, individually or duet, or a group to present singing from the original Arabic songs or translated from Indonesian songs into Arabic or familiarize themselves with new singing from them.

The main objectives of these competitions are to arouse students' enthusiasm for learning the Arabic language, in addition to training cohesion among students. The Arabic camp (*Mukhoyyam Arabi*) will be based at Coban Rondo Pujon Malang, a popular tourist destination. About 70–75 cars were used by the organizer to get to the location. Following their arrival at the Coban Rondo Pujon Malang tourist site, all of the participants engaged in group exercises led by the athlete's coach. These exercises involved specific movements like stretching and moving the limbs to strengthen bones, help normalize blood flow, train stiff nerves, and, in particular, improve heart health and endurance.

When sharing the activities, after conducting the exercise, the activities were officially opened by reciting Qur'anic verses and after that, I communicated with the speech of the Head of the Intensive Arabic Language Teaching Program (PKPBA), and concluded with a prayer by one of the professors. Before the start of the competitions in the Arabic Camp activities, there is approximately 15

minutes for the participants to be conditioned by the committee and the person responsible for each competition. From the data above, two main activities increase linguistic intelligence, which are: the smart competition (*imathah*) or rank 1, and the Arabic song competitions and Arabic yell-yell or chanting chants.

A student's intelligence can not only be achieved through education and activities in school, but intelligence can also be exercised through various activities outside of school. Herdiati has experience in the intelligence of Samang Government Primary School students through intelligence activities, and among the results of her research is that intelligence activities in education activities improve the professional competence of teachers and students, and help to present the materials well and correctly. Moreover, activities with friends from the same community have a positive impact on learning motivation (Sitiman, 2024), and implementing Arabic language learning activities in this way lead to the explanation of vocabulary, grammar, and knowledge. Because the design of teaching the Arabic language, which includes vocabulary with language games trains students in listening skills so that students can enjoy the learning process in a direct manner, and carrying out this process without feeling bored (Rahman, 2019).

This opinion confirms the results of the research that Ana Kurniat continues, stating that one of the attractive methods of teaching the Arabic language is to teach them while they feel pleased, and that using the expert group method and the smart competition model - method expert group and model *Lomba Cerdas Cermat* (LCC) - to teach the Arabic language in this way. The method trains students' abilities to master grammar in Arabic reading skills. This method makes students feel happy and happy and motivates them to learn actively because in this way the educational material is explained by their friends, and there is also a direct evaluation using the LCC model. Evidence of this is that the average result of the pre-test between the control and experimental classes are 70.93 in the class. The officer achieved a score of 70.83 in the experimental semester (Ana Kurniati, 2015). And using competition or competition as a motivational tool to encourage students learning and improving the students' educational achievement results. This process can sometimes be done by teachers conducting a smart competition in which students in one class are divided into several research groups, forming multiple teams and the lecturer gives questions such as a vocabulary test, which is a test.

To understand the material taught, when the lecturer asks a question, each team is ready to answer the question presented, and the whole group does not want to lose because they show each other the abilities they have from smart results and whoever answers correctly gets a score of 100 so that in the end the group is A deserving winner. This method increases the learning motivation of

students until they believe that teaching the Arabic language is fun and not difficult, boring and complicated as they think. That they are smart in the Arabic language, and the ultimate goal is to arouse activity and enthusiasm among students when teaching the Arabic language (Hayati, 2019) Through singing activities, students will feel happy and will be able to express what they feel in their communities (Kamarudin, 2021).

Susilawati said that the result of teaching using the singing method is effective in developing language skills in the following ways: students are more enthusiastic about using this method, more students are present in the learning process, and the linguistic skill is established for communication between students as it is communicated between teachers and students, and by applying the singing method it appears that the skills Students' linguistic skills improve (Susilawati, 2014). Researcher Anisa also found that singing the alphabet from A to Z can make students memorize the alphabet. Singing activities can improve students' linguistic intelligence. They were able to pronounce the letters from A to Z by singing. However, there are findings from previous research conducted by Anisah, that there is the significant difference when singing activities are not implemented and when singing activities are implemented, as there is an increase in students' reading skills (Anisah, 2018).

These results are biased towards the results of the research conducted by the researcher through interviews, observation, and documentation that Arabic singing plays an important role in enhancing verbal-linguistic intelligence. The researcher obtained this information from the results of the interviews with Renata Dowie, who said: "In my opinion, Arabic singing is very important. The ability to sing Arabic makes it easy for me to know the vocabulary needed in daily life and use it well and healthily," because I am in the advanced class (FJ - 4), so the entire learning process is in the Arabic language, especially if a teacher who graduated from the university is from the Middle East, such as *ustad* Farih and *ustad* Sobah both are spoken Arabic during the teaching process. They speak in Arabic from the beginning of the class until the end. Ubaidullah, one of the students in the advanced class (FJ - 3) said "*Alhamdulillah*, thanks to my ability to sing Arabic it helps me to speak with Professor Faisal Mahmoud Adam from Sudan comes to this for a class to teach and speak Arabic. Because we can sing Arabic, we also gain new knowledge of vocabulary and how to express it by being in this class so that I can get more linguistic enrichment. Most importantly, we understand what Professor Faisal Mahmoud Adam said and gain new knowledge."

These results were confirmed by Anisa Al-Bahra's research in her research titled *Meningkatkan Minat Belajar Bahasa Arab Siswa Melalui Kegiatan ABG (Al-Arabiyyah bil ghina)*, field research at Al-Uswah Islamic Elementary School of Delanggu Klaten Middle Java that said one of the basic problems facing our

learners when learning the Arabic language is enriching vocabulary. Therefore, teachers must design the process of teaching the Arabic language, especially teaching the Arabic language to the beginner level for non-native speakers, and establish a comprehensive and integrated form of teaching from the beginning. Setting clear proficiency standards for mastering the language, and begins with a process of defining the Arabic language, such as: deepening the pronunciation of the alphabet and the expression of short words, and adapting the understanding of the language elements to the language of the students.

The interactive participation of teachers and students through extensive communication will make the process of language transfer interesting. Teaching Arabic through singing (ABG) helps transfer a foreign language to the first language that students possess. In addition to singing activities, it will create an educational atmosphere free of tension so that students can acquire it as a second language without feeling as if they are feeling open and happy. Through singing, it is expected that Students and teachers can unite and become more relaxed, and it is hoped that this will be an alternative to stimuli in the education process, teaching language through singing will help children acquire the vocabulary needed to express their feelings (Barokah, 2014).

We also found evidence that this activity was very beneficial for the development of Arabic verbal intelligence and for students, this obtained in the mid-semester exam for Arabic language.

Table 1. The students evidence benefits of Arabic camp activities in developing Arabic verbal intelligence in the mid-semester exam

No	Theme	Type of Activity	Intelligence
1	أخلاق الرسول	Dialogue with lecturers	1. Using grammar: حرف النصب (أن) يكون فعل مضارع منصوب 2. Using vocabularies: الرؤوف، الصدق، الجميل، أبنئهم، إقتداء، أحسنا، يتبع، الحق، التقوى إلى الله.
2	الحياة الصحية	Dialogue with colleagues	1. Using grammar: - Separates the two sentences of <i>fi'il mudhari'</i> which are adjacent to أن. - Use <i>Istifham</i> letters to compose some questions (كيف).

-
- Using *Amil Nawasib* (حتى) to make *fi'il mudhari'* become *Nasab*.
2. Using vocabularies:
- Mental/Psychic Health (الصحة العقلية/النفسية).
 - Body health (الصحة الجسمية).
 - Maintaining Mental and Body Health (حفظ النفس والبدن).
 - Maintain cleanliness (حفظ النظافة).
 - Maintaining Sleep Time (حفظ النوم).
 - Prevention is better than cure (الوقاية خير من العلاج).
-
- 3 أخلاق الرسول Dialogue with native speakers
1. Using grammar:
- the letters *Jar* (جار) which make the word after it become *Majrur* (مجرور) with kasroh sign.
2. Using vocabularies:
- Honest (الصدق).
 - Can be trusted (الأمانة).
 - Convey (التبليغ).
 - The great (العظيمة).
 - known (المعروف).

When students have this intelligence, students can use words well and effectively (Hanifah, 2014), and verbal-linguistic intelligence in the form of words, whether in writing or orally, is a person's ability to express his thoughts in the form of words and use language (Asrul dan Sofyan, 2017). A person who has verbal-linguistic intelligence is also proficient in auditory abilities and can learn through hearing (Afandi, 2019).. Among the efforts, creativity, and innovations in modernizing the teaching of the Arabic language is the intensive program for teaching the Arabic language at the Maulana Malik Ibrahim State Islamic University. What is wrong is teaching the Arabic language outside the classroom

in the tourist area Coban Rondo Pujon Malang, which is famous for its waterfall. This tourist area is considered affiliated with the Ministry of Forestry (*Perhutani*), and it is an area A natural tourist attraction desired by the public. Residents of East Java Province. Many tourists come to this place, whether residents, from outside the city, or foreign tourists. Its height is about 84 meters. The site of the waterfall is located at an altitude of 1134 meters above sea level. The surrounding air is cool. The place is suitable for vacation.

Haris, secretary of the Intensive Arabic Language Teaching Program at Maulana Malik Ibrahim State Islamic University said that choosing this area is to design comfortable and joyful educational activities and diversify the methods of teaching the Arabic language so that it can motivate students and obtain maximum educational results. These objectives are in alignment with the results of the research conducted by Bidari connected to the research findings that this method can create a new and more enjoyable atmosphere of education in the classroom, and is full of excitement because it is done with games. Students are invited to free themselves from old traditional educational models and to escape from the formal restrictions that often hinder courage and creativity, blocking the way to open themselves to the widest possible scope for positive change and offer solutions to open, nature-based education concepts (Bidari, 2022).

What the Intensive Arabic Language Teaching Program at Maulana Malik Ibrahim State Islamic University did in their efforts to teach this language is a response to Azyumardi Azra's criticism, where he says that lovers of the Arabic language, there is no difference between teachers and lecturers, do not have creativity and innovations, whether in methods or educational strategies and methods are appropriate to the conditions of students' education, and if they have educational methods, strategies and methods that are appropriate to existing conditions, there are only a few (Azra, 1999). Teaching the Arabic language in the intensive program for teaching the Arabic language at Maulana Malik Ibrahim State Islamic University is not implemented by paying attention to the characteristics of the students' linguistic intelligence, and the aspects of the student's abilities are concerned with the following: (1) Planning: Organizing the bands, composing Arabic singing as well as the *hutafat tasyji'iyyah* (yell-yell), reviewing materials related to the smart competition (*imathah*/first ranking). (2) Inference: dealing with language structure (syntax), sound (phonology), and meaning (semantics). (3) Solving problems: Trying to answer the questions submitted in the smart competition. As for the Arabic singing competition as well as the Arabic yell-yell, they analyze the problems in organizing Arabic singing and the Arabic yell-yell, where they face problems in composing them, and one of their problems is arranging the correct sentences because they translate songs or singing in the Indonesian language, that is, they compose what they know in

the Indonesian language and then translate it into Arabic. (4) Accurate thinking and understanding of thought: listening activities. Students listen to the questions asked in the intelligence competition, so they must understand before answering so as not to make mistakes. (1) Use of language: any activity of speaking, processing information, and listening to what is said in terms of questions and instructions in the competition. (2) Education: Speaking and listening activity, expressing sentences or words, using words effectively orally and in writing, and producing sentences with the correct grammatical structure in Arabic singing and Arabic yell-yell as well as the Smart Competition / *first ranking*).

These educational styles are closely and closely linked to the multiple intelligences presented by Howard Gardner, which are: the ability to solve problems that occur in human life, the ability to generate new problems to solve, and the ability to create something or provide a service that is respected in the individual's culture (Linda Campbell, 2020). This intelligence includes the ability to deal with the grammar and structure of language, phonology or the sounds of language, semantics or meaning of language, and pragmatic dimensions or practical use of language. This use of language includes rhetoric (using language to influence other people to take certain actions), memorization (using language to remember information), explanation (using language to provide information), and metalanguage (using language to discuss language itself) (Shodiq, 2018). Musical intelligence is the ability to deal with musical forms, through perception (a music lover), discrimination (a music critic), change (a composer), and expression (a singer). This intelligence includes sensitivity to the rhythm, pitch, melody patterns, timbre, or sound color of a song. People can have a metaphorical or a "top-down" (analytical or technical) understanding of music, or both. This musical intelligence is the least understood and, at least in academia, the least understood of the other types of intelligence (Armstrong, 2020).

CONCLUSIONS

The Arabic language has valuable importance in Maulana Malik Ibrahim State Islamic University Malang. Therefore, the intensive program was established to teach the Arabic language. The program made many efforts to improve language skills through various methods, including educational activities to develop linguistic intelligence, the Arabic camp (*Mukhoyyam Arabi*), and the goal One of the activities is to teach the Arabic language in outdoor to practice competition activities between classes, in addition to training the students' linguistic mentality and their ability to use the Arabic language through various linguistic activities. Students' activities take place in the form of linguistic competitions, such as smart contests, Arabic songs, and screaming. Arabi.

The Intensive Arabic Language Learning Program at the State Islamic University of Maulana Malik Ibrahim Malang that has been implemented has provided benefits for their efforts in teaching this language, because it presents creativity and innovation, both in methods, strategies, and educational methods that are in accordance with the educational conditions of students, or if the methods, strategies, and educational methods are in accordance with students. Arabic language learning in the intensive Arabic language learning program at the State Islamic University of Maulana Malik Ibrahim Malang has been implemented by paying attention to the characteristics of students' linguistic intelligence. The activities of the Arabic Camp students are concerned with aspects of the student's abilities, such as the following: planning, which is organizing groups, composing Arabic singing, as well as singing. Arabic, reviewing materials related to the Smart Competition, reasoning, which deals with the structure of the language (syntax), sound (phonology), and meaning (semantics), and problem-solving, which is the attempt to answer the questions presented in the Smart Competition, and as for the Arabic singing competition, as well as the Sarah. The Arab I understand the analysis of problems in organizing Arabic singing as well as the Arabic vocal, and careful thinking and understanding in thought, which is listening activities. Students listen to the questions asked in the smart competition and use of language, which is any speaking activity, processing information, and listening to what he says from the questions and instructions in the competition, and education. It is the activity of speaking and listening, expressing sentences or words, using words effectively orally and in writing, and producing sentences with the correct grammatical structure in Arabic singing and Arabic Sarah, as well as the smart competition.

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This research has the potential to be extended into the domain of intensive Arabic language teaching through various approaches and models in the Arabic camp context. The authors suggests that readers or other researchers to dig deeper into these research opportunities through further studies that enable cross-disciplinary collaboration.

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