

Accelerated Arabic Speaking Instruction through a Multiple Intelligences Framework: Innovation and Pedagogical Transformation at an Indonesian Language Center

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ABSTRACT

The growing demand for effective Arabic language instruction has encouraged educational institutions to develop innovative learning models that accelerate communicative competence while accommodating diverse learner characteristics. However, studies examining the integration of accelerated learning and Multiple Intelligences (MI) theory in Arabic speaking instruction remain limited. This study investigates the design and implementation of an MI-based accelerated learning program for Arabic speaking skills at Markaz Arabiyah Kediri, Indonesia. Using a qualitative case-study approach, data were collected through observations, semi-structured interviews with institutional leaders, instructors, staff, and students, as well as document analysis. The data were analyzed through data reduction, categorization, interpretation, and verification. The findings indicate that the AKBARNAS program is an intensive competency-based acceleration model that promotes authentic communication through dialogue, presentations, debates, and collaborative interaction. The program systematically integrates various domains of intelligence, including linguistic, logical-mathematical, bodily-kinesthetic, visual-spatial, and naturalistic intelligences, into instructional and assessment activities. This integration contributes to improved speaking fluency, grammatical accuracy, confidence, engagement, and critical thinking skills among learners. The study highlights the potential of MI-based accelerated learning as an innovative pedagogical framework that aligns instructional intensity with learner diversity, offering valuable insights for advancing communicative Arabic language education in diverse educational settings.

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Introduction

Speaking skills (*maharah al-kalām*) are one of the main competencies in learning Arabic which functions as an indicator of real communication success, because through speaking students are able to express ideas, feelings, and understandings directly (An-Naqoh, 1985). However, the learning of speaking skills is still often dominated by traditional approaches that are teacher-centered, emphasize memorization of structures, and do not provide space for students to practice actively and contextually (Amzaludin, 2024). This condition leads to low courage, fluency, and critical thinking skills in communicating using Arabic. Therefore, a more adaptive, differentiated, and student-centered learning approach is needed to optimize these diverse potentials, so that speaking skills can develop more effectively, communicatively, and holistically.

The Arabic language course institutions of this era are the answer to the dissatisfaction and achievement of learning Arabic. Moreover, Arabic language learning in Indonesia still has many shortcomings, both in terms of approach, curriculum, and learning materials used (Febriani, 2025). Often all learning components are not aligned with the needs of the students, resulting in the failure to achieve the goals of learning Arabic itself, as well as the Arabic language skills (Muzakki et al., 2025). One of them is speaking skills. To create learning that is based on and in accordance with the needs of students, it is necessary to innovate and reform Arabic language learning (Muzakki et al., 2025). This has been done by Arabic language course institutions.

The innovations that have been carried out by the Arabic Language Course Institution are quite promising, by providing a variety of learning programs, one of which is a speech skills learning program based on multiple intelligence. (Afyuddin et al., 2023; Alhaq, 2023). The multiple intelligence approach is used to meet every need and privilege or intelligence possessed by a learner (Irmayanti et al., 2024). In fact, the achievement of learning goals is determined by the students themselves. In other words, teachers or institutions should be able to accommodate every need and intelligence possessed by students (Auralia et al., 2025). Moreover, in the learning of speaking skills that require student involvement in learning because speaking skills require learners to think, move, and say what is in their minds (الناقحة, ١٩٨٥). Because speaking skills are the core goal of learning a foreign language.

The urgency of speaking skills in learning a foreign language is seen in the oral aspect. Speaking skills are the main goal in the Arabic language learning curriculum because speaking proficiency is the main goal of the Arabic language learning program (An-Naqoh, 1985). Speaking skills are one of the goals that must be mastered by Arabic language learners (Taufiqurrochman, 2025). As stated by Rusdy Ahmad Thu'aimah in the context of learning

Arabic, *mahārat al-kalām* is a basic skill that students must master and is one of the ultimate goals of learning a foreign language (Thu'aimah, 1986). Functionally, the purpose of learning Arabic for speakers of other languages is as a means of communication, interaction, exchange ideas, and express themselves individually and in groups (Hariri, 2020). The importance of speaking skills in a foreign language is equally important for the language itself. Speaking is an important part of the foreign language teaching curriculum, so this field is one of the most important goals of learning a foreign language functionally and its application in language learning (An-Naqoh 1985).

One of the innovative efforts that has emerged in answering these challenges is the implementation of an acceleration program in Arabic language learning. The acceleration program is a learning approach designed to accelerate the process of mastering certain competencies, while still paying attention to the characteristics, potential, and multiple intelligence of students (Ali & Hamed, 2022). The acceleration program provides space for students who have high ability or strong motivation to achieve a level of speaking fluency in a relatively short time through time intensification, immersive methods, and practice-based approaches (Krauss, 2020).

Several previous studies have consistently demonstrated the effectiveness of the Multiple Intelligences (MI) approach in addressing the diverse challenges encountered in Arabic language instruction. The theory of Multiple Intelligences offers a comprehensive framework that accommodates the varied intellectual profiles of learners, enabling teachers to design more inclusive and personalized learning experiences. Recent innovations in Arabic language education based on this theory have proven effective in meeting students' diverse learning needs.

First, Ashgari and Ahmadi (2024) found that the implementation of a Multiple Intelligences-based approach significantly improved students' listening skills, vocabulary acquisition, spelling ability, and understanding of numbers and the Arabic alphabet. Second, Ghouati et al. (2020) reported a positive impact of the MI approach on learners' overall Arabic language proficiency. Third, Hidayat and Mahmudi (2025) demonstrated that dual intelligence-based instruction significantly enhanced students' literacy achievement and was more effective than conventional teaching methods. Fourth, El Fuadi et al. (2024) emphasized that Multiple Intelligences-based instructional design extends beyond linguistic intelligence by integrating interpersonal and existential intelligences. This holistic approach fosters students' imagination, creativity, and innovation, while also transforming previously underperforming learners into students with greater academic potential. Finally, Afyuddin et al. (2023) provided empirical evidence from the Markaz Arabiyah learning environment, demonstrating the practical

implementation and contextual relevance of Multiple Intelligences-based Arabic language instruction.

Collectively, these studies indicate that the Multiple Intelligences approach contributes not only to cognitive development, including language proficiency and literacy, but also to learners' affective, social, and creative growth. More importantly, this approach effectively addresses learner diversity by promoting meaningful, innovative, and student-centered Arabic language learning environments.

So that the problems we have faced so far will be answered by multiple intelligence. But the question now is, how are we as teachers able to accommodate every intelligence possessed by children. Because it is impossible for a teacher to be able to overcome this. But there is one answer that can answer this. Several educational institutions that have implemented multiple intelligence have proven to be able to manage, determine the direction of learning, materials, and select the types of students.

Multiple intelligence is here to help teachers and learners of Arabic to meet and achieve their desired learning goals. Because in essence, the acceleration program is here to meet the needs of students who have better abilities and to quickly master speaking skills, therefore an acceleration program based on multiple intelligence is very suitable, as the author mentioned above. One of the proofs of its success is the Markaz Arabiyah Pare course institution Markaz Arabiyah Pare is known as one of the intensive Arabic language course institutions in Indonesia. The institution offers a wide range of Arabic language learning programs, ranging from basic to advanced levels. Markaz Arabiyah Pare is also known for its innovative and student-centered approach to learning) (Afyuddin et al., 2023).

This research offers novelty in the form of integration between the Multiple Intelligences approach and the Arabic speaking skills learning acceleration program that specifically transforms the classical learning system towards a more adaptive, differentiation, and potential-based model of individuals. In contrast to previous research that tends to focus on the effectiveness or partial design of learning, this study emphasizes the process of systemic transformation from a traditional (teacher-centered) approach to an accelerated approach based on multiple intelligences (student-centered).

The main novelty of this research lies in three aspects. First, this research is a conceptual model of learning transformation that integrates the principle of learning acceleration with the mapping of students' multiple intelligences, so as to not only improve linguistic skills but also significantly accelerate the achievement of speaking competence. Second, this research presents an implementive approach based on the local context in Markaz Arabiyah Kediri, which has not been widely explored in academic studies, especially

related to the real practice of transformation from classical systems to innovative systems. Third, this research produces an operational framework for accelerated learning based on multiple intelligences that can be replicated, including activity design, differentiation strategies, and comprehensive speech skills evaluation mechanisms. Thus, this study not only fills a gap in the literature related to the integration of multiple intelligences in Arabic language learning, but also offers an innovative model that combines the dimensions of system transformation, learning acceleration, and holistic development of speaking skills, which have not been studied in depth in previous studies.

Method

Research Design

This study employed a qualitative case-study design to investigate how a Multiple Intelligences (MI)-based acceleration program was designed and implemented to enhance Arabic speaking skills at Markaz Arabiyah Kediri, Indonesia (Yin, 2017). A case-study approach was selected because it enables an in-depth exploration of complex educational phenomena within their real-life context, particularly when the boundaries between the phenomenon and its context are not clearly evident. The case was bounded by a single institutional setting, namely the AKBARNAS (Akselerasi Bahasa Arab Nasional) program, which was purposefully selected due to its distinctive integration of accelerated learning principles and Multiple Intelligences theory in Arabic speaking instruction.

Research Setting and Participants

The study was conducted at Markaz Arabiyah Kediri, an intensive Arabic language institution recognized for its innovative and learner-centered instructional practices. Participants were selected using purposive sampling to ensure that all informants possessed direct experience with the implementation of the program. The participants consisted of institutional leaders, program coordinators, Arabic language instructors, administrative staff, and students enrolled in the AKBARNAS program. The inclusion of multiple stakeholder groups enabled the researchers to capture diverse perspectives regarding program design, instructional practices, learner engagement, and perceived learning outcomes.

Data Collection

Data were collected over an extended period through three complementary techniques: non-participant observation, semi-structured interviews, and document analysis. Non-participant observations were conducted during instructional sessions to examine classroom interactions, instructional strategies, student participation, and the integration of Multiple Intelligences into speaking activities. Semi-structured interviews were undertaken to explore participants' experiences, perceptions, and interpretations of the accelerated learning model.

Interviews provided flexibility for probing emerging issues while maintaining consistency across participants. Documentary evidence including curriculum documents, lesson plans, learning modules, assessment instruments, student assignments, institutional reports, and learning media was analyzed to contextualize and corroborate findings obtained from observations and interviews.

Data Analysis

Data were analyzed using reflexive thematic analysis following the framework proposed by Braun and Clarke (Braun & Clarke, 2006). The analysis proceeded through six iterative stages: (1) familiarization with the data through repeated reading of interview transcripts, observation notes, and institutional documents; (2) generation of initial codes to identify meaningful units related to instructional design, learning experiences, and speaking-skill development; (3) organization of codes into broader categories; (4) development of candidate themes representing recurring patterns across data sources; (5) review and refinement of themes to ensure internal coherence and external distinction; and (6) definition and reporting of themes through analytic narratives supported by representative empirical evidence. Throughout the analytical process, constant comparison was employed to identify similarities, differences, and relationships among data sources.

Trustworthiness and Ethical Considerations

To enhance the trustworthiness of the findings, several strategies were employed. Credibility was established through data-source triangulation, methodological triangulation, prolonged engagement in the research setting, and member checking with selected participants. Transferability was supported through rich contextual descriptions of the institutional setting and learning practices. Dependability was strengthened through the maintenance of an audit trail documenting methodological decisions and analytical procedures. Confirmability was ensured through reflexive memo writing and continuous examination of researcher assumptions throughout the study.

Ethical approval was obtained from the relevant institutional authority prior to data collection. All participants voluntarily agreed to participate and provided informed consent. Confidentiality and anonymity were maintained through the use of pseudonyms and the secure storage of research data. Given the researchers' background in Arabic language education,

reflexivity was continuously practiced to minimize potential bias and ensure that interpretations remained grounded in participants' perspectives and empirical evidence.

Result and Discussion

AKBARNAS Program (Akselerasi Bahasa Arab Nasional)

The AKBARNAS (Akselerasi Bahasa Arab Nasional) program was born as an institutional response to the high interest and enthusiasm of students in developing speaking skills, especially in the context of learning Arabic. This phenomenon was identified through academic observation and regular program evaluations which showed that some students had more intensive, directed, and exclusive learning needs compared to conventional learning patterns. These needs are not only related to improving linguistic skills, but also to strengthening confidence, smooth communication, and readiness to appear in public spaces.

The Akbarnas program is designed and specially designed to deepen and improve the Arabic speaking skills of students. This program is also supported by trained teachers and a well-structured curriculum, the materials in the akbarnas program are practical or *learning by doing*, so that students can directly practice it in their daily lives. The subject matter is as follows;

The learning materials include several learning components, namely *Ta'birat*, *Tarqib Tathbiqi*, *Kalam*, *Hiwar*, *Durusul Al-Lughah*, *Uslub*, dan *Istima'*. In the *Ta'birat* section with material الأفعال, students are expected to be able to recite ta'birat according to the correct intonation and pressure, understand its meaning, change dhomir, and practice ta'birat in oral expressions both in conversation and storytelling. Furthermore, in *Tarqib Tathbiqi* which includes the material اسم الإشارة، ضمير المنفصل، جملة الملكية، جملة اسمية، جملة فعلية، ظرف الزمان، ظرف المكان، learning aims to equip students with the ability to understand and apply various basic structures of Arabic appropriately and systematically in oral and written communication. Students are expected to be able to compose sentences with the correct structure according to nahwu rules, improve the accuracy of speech, build a coherent grammatical mindset, and integrate language rules into communicative and contextual communication practices.

In the *Kalam* section with the material التعرف (الضمير، الصيغة، الكلمة الملكية)، الأسرة (الفعل الماضي، الضمير، الصيغة العامة، التعبير الأفكار)، الفصل (مضارع)، البوفية (فعل الأمر، معاني حروف الجر، الظرف)، الأعمال اليومية (الساعة، الصيغة العامة، التعبير الأفكار)، الصفات، التعبير الأفكار)، اليوم والشهر (الإضافة، التعبير الأفكار)، النظافة (أسماء التفضيل، التعبير الأفكار)، الدكان (العدد والمعدود، السفر (المفردات، التعبير اليومية، serta، (الصيغة العامة، الحوار، التعبير الأفكار)، المهنة والوظيفة (النواسخ، الحوار، التعبير الأفكار)، (التركيب الوظيفية، الحوار)، Students are expected to be able to express ideas orally related to these various themes using mufradat, ta'birat, and tarakib in the form of conversation and ta'bir afkar. The teaching of mufradat, ta'birat, and tarakib must be followed by oral practice. In the *Hiwar*

section with material نظام السير dan التعرف، مهنة، فصل، حجرة، عائلة، أنشطة يومية، إجارة، رحلة، الطبخ، السوق، المرور which includes mufradat, dialogue, and important rules, learning aims to develop students' ability to conduct Arabic conversations communicatively and contextually, improve fluency, structural accuracy, courage to communicate, and the ability to respond and build dialogue actively in various formal and non-formal contexts.

In the *Durusul Al-Lughah* section, students are expected to be able to understand the use of mudzakkar and muannast, isim isyarah near and far, nakirah and ma'rifat, jar, idhafah, na'at man'ut, dhomir for isim and fi'il, plural forms of mudzakkar and muannast (aqil and ghairu aqil), muftada' khabar, isim mustanna', adad ma'dud 1–10, and mamnu' min sharf. In addition, students are able to ask questions and answer using the correct istifham and dhomir, answer tamrinat with the correct written tarkib, and mention vocabulary and its meanings including the forms of mutsanna' and jama'. In the *Uslub* section with material الأساليب the, students are expected to be able to compose sentences using uslub both orally and in writing. In *Arabiyyah lin Nasyi'in*, students are able to understand the text of the story, answer tadribat correctly, and make examples using the language style learned in the form of conversation and afkar ta'bir.

Finally, in the *Istima'* section with material الهوايات، المكتبة، في المزرعة، المواصلات، الرياضة، الأوصاف, students are expected to be able to analyze and understand the vocabulary and texts heard related to these themes. Students can also practice the vocabulary heard in the oral test. Through ashfu dzihni, students are able to express themselves orally both in the form of conversations and ta'bir afkar regarding the newly taught material and receive evaluation from educators.

The Akbarnas program was established specifically to improve speaking skills (muhadatsah) in Arabic through intensive practice and active dialogue, emphasizing fluency and fluency. Theoretically, speaking skills (maharah al-kalam) are one of the productive competencies that require the simultaneous integration of linguistic and non-linguistic aspects. From the perspective of communicative language learning, speaking skills are the main indicator of successful language mastery because it reflects students' ability to actualize grammatical knowledge, vocabulary, pronunciation, and communication strategies in real situations. Therefore, the development of these skills requires continuous, intensive, and practice-oriented learning. As conveyed by the head of the AKBARNAS program.

The AKBARNAS program is designed as an exclusive forum that provides a more focused and structured coaching space. Program exclusivity is not interpreted as a restriction of access, but as a pedagogical strategy to create a conducive learning environment, homogeneous in motivation, and oriented towards higher achievement targets. The intensity of learning is increased through the addition of practice hours, communication simulations,

debates, scientific presentations, and systematic performative evaluations. The urgency of this program is even more relevant when it is associated with the demands of 21st century competencies that emphasize effective communication skills. Students are not only required to be able to understand the text or structure of language, but also to be able to convey ideas argumentatively, persuasively, and communicatively in various formal and informal contexts. Thus, the existence of the AKBARNAS Program is a form of needs-based curricular innovation (needs-based program development), as well as a strategy to strengthen the competitiveness of students in the academic and social realms.

Departing from this foundation, the institution then designed a special program that focused on fostering speaking skills more intensively than regular programs. This program was then named AKBARNAS and began to be held around 2021. Since its inception until now, the program has been running for approximately five years with a coaching system that takes place periodically. The main purpose of the establishment of the AKBARNAS Program is to provide a special forum for students who have high motivation in honing and improving Arabic speaking skills. Through this program, students who want to forge the ability of *maharah al-kalam* more seriously can take part in structured coaching with a higher intensity of training, so that they are expected to be able to achieve more optimal communicative competence.

Implementation of Multiple Intelligence-Based Speaking Skills Learning Approach in the AKBARNAS Program at Markaz Arabiyah Kediri

The application of the *Multiple Intelligence-based* learning approach at the Markaz Arabiyah Arabic language institution is carried out in a planned and systematic manner through the integration of various types of intelligence into speaking skills learning activities (*maharah al-kalām*). The integration is not only conceptual, but is manifested in an operational learning design, so that each activity is designed to accommodate the diversity of students' potentials and learning styles.

This approach departs from the assumption that language skills, especially speaking skills, do not solely rely on linguistic aspects, but are also influenced by other intelligences such as musical, kinesthetic, interpersonal, logical-mathematical, visual-spatial, and naturalistic. Therefore, the learning process is designed in a varied and contextual manner so that each student has the opportunity to develop speaking skills in accordance with the tendency of their dominant intelligence, while still honing other intelligences in a balanced manner. This strategy also maintains a balance by honing other intelligences, thus avoiding dependence on one aspect and supporting holistic development (Suryaningrum, 2024).

The implementation of this varied approach is effective in the context of students, because it creates an inclusive learning environment that is contextual, similar to the communicative model that has been proven to be superior to conventional methods in

improving oral skills (Jayanti et al., 2023). The challenge lies in the need for teachers to design flexible activities, but the benefits include increased motivation and spontaneous expression skills, as seen in story-based studies and discussions that touch on related verbal-linguistic intelligence (Purwulan et al., 2024). This approach aligns with non-linguistic factors such as psychic and kinesthetic, which are often barriers to speech. The learning process includes several activities, namely:

Tabel 2. Multiple Intelligence-Based Speaking Skills Learning Activities in the Akbarnas Program

البيانات	ساعات الحصّة
إلقاء السلام	
تشجيع الطلبة بالأناشيد ونحوها	٠٠,١٥-٠٠,٠٠
تحضير التلاميذ	
مراجعة الدرس السابق	
شرح المادة مع التمارين في الصف	٠٠,٥٥-٠٠,١٦
إعطاء الواجبات المنزلية	
إلقاء السلام	٠٠,٦٠-٠٠,٥٦

Operationally, the learning process in the acceleration program includes several main structured activities, ranging from individual presentation-based activities, dialogue and role-playing practices, direct observation of the environment, to the production of media-based creative works. All of these activities are directed to improve *fluency*, accuracy, courage to communicate, and critical thinking skills in conveying ideas orally in the language (Fawaid & Damayanti, 2024).

Each type of intelligence within the framework of *the Multiple Intelligence* theory is facilitated through the application of various strategies, methods, and forms of assignment and adjusted to the characteristics of each intelligence. The variety of approaches is designed pedagogically so that the learning process is not uniform, but adaptive to the differences in students' potential and learning styles (Umar et al., 2025). Thus, each learner obtains a proportionate space to develop speaking skills according to the predisposition of his dominant intelligence, without neglecting the development of other intelligences in an integrated manner.

This approach places students as active subjects in learning, where they not only practice using Arabic mechanically, but also actualize their intellectual, creative, and social potential in the context of oral communication. Through differentiation of strategies and task forms, learning speaking skills becomes more inclusive, contextual, and able to optimize the participation of all students (Purwulan et al., 2024).

The types of intelligence applied in the acceleration program at Markaz Arabiyah include several main categories that are integrated into various learning activities, as follows:

Linguistic Intelligence

Linguistic intelligence is developed through activities that require verbal skills, vocabulary mastery, sentence structure, and fluency in speaking. The form of implementation includes:

First, *Qiro'atul Akhbar*, as the final project of the maharoh kalam lesson, students are given the freedom to choose the latest news, then the teacher explains what things need to be prepared for students when making news in the form of videos, namely the characteristics of news anchors and news elements, so that students can compile news texts properly and correctly, The characteristics and elements are attached to the textbook as follows;

Tabel 3. Characteristics of news anchors and elements of news

الشخصية لناشر الأخبار	العناصر لكمال الأخبار
الصوت حازم	الترحيب
ملك المفردات كثيرة حول القضية	موقع الخبر
تعبير الوجه مناسباً للخبر الملقى	موعد الخبر
قوة الحفظ	الأشخاص المتعلقون في الخبر
الكفاءة على تسلسل الأفكار والكلام	الأسباب للخبر
معرفة النبر والنغم للكلام	لب الخبر
لبس اللباس الرسمي	

This task optimizes linguistic intelligence with a focus on mastery of broad vocabulary (ملك المفردات كثيرة), Logical Arrangement of Ideas (الكفاءة على تسلسل الأفكار), and speech intonation (تعبير الوجه مناسباً), which are integrated in news videos to train fluency and structural accuracy. Elements such as firm voices (الصوت حازم), Facial expressions are appropriate (تعبير الوجه مناسباً), and formal wear (لبس اللباس الرسمي) enrich the non-verbal aspect, while the news element including the speech (الترحيب), lokasi/waktu (موقع/موعد الخبر), Related People (الأشخاص المتعلقون), Cause (الأسباب), and the core (لب الخبر) Ensure completeness of contextual content.

This approach is adaptive and inclusive, in line with previous differentiations, as students practice critical thinking through the selection of actual news while building courage via video presentations, which has proven effective in the Arabic communicative model. The challenge is the power of memorization (قوة الحفظ) For beginner students, however, the holistic benefits include increased participation and the ability to convey oral ideas professionally, similar to the *Bi'ah Lughawiyah* strategy in Islamic boarding schools (Hendri, 2017a).

Second, *Tarwiji Al-mubasyir (live sales promotion)*, the teacher explained to the students how to do live promotions and give examples to students directly, then the students were made in small groups (3-4 students), each student prepared the items to be promoted, the items promoted should not be the same as other students. When conducting live sales promotions, students must explain matters related to selling goods and follow the steps to become a live promotion host, as follows;

Table 4. Things Related to Live Promotions

الأمور المتعلقة بالبضائع
الترحيب
تعريف المبيعات
مكونات البضاعة
فوائد البضاعة
مميزات البضاعة
التخفيض
الإكرامية من كل شراء

Before going live, students are first equipped with mufradat related to live sales promotions, The mufradat are as follows.

Table 5. Live Promotion Related Vocabulary

Gratis	مجانا	Jual	beli	البيع عبر الإنترنت
			online	
Penawaran	مساومة	Menawar		ساوم-يساوم
Diskon	تخفيض	Mendiskon		خفض-يخفض
Promo	ترويج	Shoping		تسوق-يتسوق
Ongkir	أجرة النقل	Membayar		دفع-يدفع
COD	الدفع عند الاستلام	Mengcancel		ألغى-يلغي
Paket	الطرد	Mentransfer		حول-يحول
No.Rrek	الحساب رقم	Mengirim		أرسل-يرسل
	البنكي			
Produk	المنتج	Memproduksi		أنتج-ينتج
Refund	إعادة المصروف	Return		الاستبدال

Each student does a live promotion on their own social media (tiktok, instagram, and facebook) for 3 minutes for one student, the other student asks in the comment column about the promoted item (Akbarnas, 2025b).

The integration of social media such as TikTok and Instagram makes the activity authentic, boosting courage and critical thinking through negotiation of comments (مساومة, ساوم), It looks like a Lughawiyah model. Its holistic benefits include mastering the Arabic e-commerce mufrodat while honing interpersonal via live interactions, although platform access challenges are overcome with group rotation (Lutfiani et al., 2025). Its innovation as a digital sales simulation supports 21st century learning, with the potential for sustainable expansion into Arabic commercial fluency (Sa'idah et al., 2020).

Third, taqdimul qissah/ta'birul afkar, Tell a Short Story Using jumlah ismiyah (مثال: انا). Students are asked to choose one profession they are interested in/story, then students are given 5-8 minutes/1 week to prepare a short story about daily activities/stories that are percentaged by students, the last student comes to the front of the class to tell their daily work/stories (Akbarnas, 2025a). The example of a story is arranged in the following form as attached to the The Importance of Reading Material Textbook الأعمال اليومية, as follows (MAMI Research Center, n.d., 155);

Tabel 6. Example of Story Structure

الوقت	أعمال اليومية للخياط
ساعة ٠٤:٠٠	يستيقظ الخياط من نومه
ساعة ٠٧:٠٠	يرتب ويعد أدوات الخياطة
ساعة ٠٨:٠٠	يقيس القماش ثم يقطعه

This approach trains fluency and structural precision through structured story arrangements such as Table 6, which maps time (الوقت) with chronological activities for example يستيقظ الخياط at 04:00, يرتب أدوات at 07:00, until يقيس القماش at 08:00 so that the students master the number of ismiyah contextually and naturally. Weekly preparation and advanced presentations foster courage and critical thinking in compiling professional narratives, in line with the material of the maharoh kalam textbook (Sa'idah et al., 2020). Its holistic benefits include the intrinsic motivation of the relevant topic, although the challenges of preparation time are overcome by presentation rotation (Sayyidan & Ammar, 2025).

Logical-Mathematical Intelligence

Logical-mathematical intelligence is developed through activities that emphasize patterns, structure, and systematic reasoning in sentence formation. The form of implementation is as follows:

First, Creating a sentence (MAMI Research Center, n.d.), In the Malzamah Akbarnas textbook, in the Tarakib Tathbiqi lesson of *ISIM ISYARAH* material, students are instructed to make short sentences using *ISIM ISYAROH* to find out the family members, then make an essay by introducing the family members in front of the class in turn.

This was also conveyed by Ustadzah Rena:

"An example of its application is in the form of an arrangement, composing sentences that are practical, grammatical and practical in speaking. Now that's where mathematical logical intelligence is applied, why is this the file, the maf'ul here is Ustazdah. This activity trains a coherent, analytical mindset, and the ability to understand the structure of Arabic logically".

This implementation trains the mindset of the sequence through the preparation of practical and grammatical sentences, such as identifying *fi'il* and *maf'ul* in the structure of *isim isyarah* (مثال: هذا أبي, هذه أمي), which reinforces the logical understanding of family hierarchy and sentence order. The activities of the malzamah akbarnas textbook encourage systematic analysis, in line with Ustadzah Rena's explanation of the application of this intelligence to structured and analytical speaking.

This approach complements previous linguistic activities with logical elements, improving structural accuracy and fluency through alternating presentations, which fosters courage and critical thinking in contextually arranging family essays. The impact includes a holistic mastery of practical grammar, with inclusive participation for students who excel in reasoning (Umar et al., 2025).

Kinesthetic

Kinesthetic intelligence is manifested through movement-and role-based activities, expressing ideas, feelings, and completing a task. This was also conveyed by Ustadz Rico and Ustadzah Rena Andrian that:

"Kinesthetic intelligence is found in students who are physically active, and we make the material about drama, role-playing, becoming an MC. An example of its application to materials in a mini market. Yes, please make a drama of sellers and buyers in the mall. The students prepare their goods, then wear their costumes like guards/buyers in the mall, like this, so that the students feels confident and familiar with the Arabic language itself."

Especially in language learning, kinesthetic intelligence can be accommodated through activities such as *role play*, drama, movement-based games, simulation of real-life situations, or demonstration of actions related to vocabulary and language structure. Thus, the learning

process becomes more active, contextual, and meaningful for students who have kinesthetic tendencies. The application of kinetic intelligence includes:

First, Masrohiyah (drama), In the implementation of the final exam, students were given the task of composing and presenting short dramas in Arabic with contextual themes, such as *bufiyah* (mini market), the story of "shepherds and wolves", and themes about pursuing knowledge. This activity is designed as a form of comprehensive evaluation of the mastery of speaking skills (*maharah al-kalām*), which includes aspects of fluency, structural accuracy, vocabulary mastery, and the ability to work together in a group.

The students were divided into small groups consisting of four people. Each group is tasked with developing the drama's storyline independently, including designing dialogues and determining the division of roles. Each member of the group has responsibility for one specific character according to mutual agreement. This process encourages students to not only practice speaking, but also develop creative thinking skills, compose narratives, and organize dialogue systematically.

After the draft story and role division were prepared, the group conducted consultation and discussion sessions with the teacher. This stage aims to evaluate the content of the story, the appropriateness of the use of vocabulary, and the suitability of the grammatical structure used in the dialogue. Teachers provide constructive feedback so that the text of the drama produced meets the correct Arabic language rules while remaining communicative.

In the final stage, each group takes turns performing the play in front of the class. The group that has not performed has an academic task to actively listen, record new vocabulary that appears, and together with the teacher evaluate the linguistic aspects of the performance of other groups. The evaluation focused on the accuracy of the rules of *nahwu* and *sharaf*, fluency of pronunciation, and the appropriateness of the use of expressions in the context of dialogue. Thus, the final exam not only functions as a tool for assessing learning outcomes, but also as a means of collaborative learning that strengthens linguistic understanding and improves speaking skills in a reflective and participatory manner.

Second, la'bul harakoh (guessing *mufrodat isim* and *fiil* based on movement), The activity of guessing *mufradāt* (vocabulary) in the form of *isim* (noun) and *fi'il* (verbs) based on movement is a form of activity-based learning that emphasizes physical involvement and spontaneous responses of students.

It is carried out through systematic and structured stages. In the preparation stage, the teacher first determines the vocabulary list to be used according to the material being studied, then prepares supporting media such as vocabulary cards. The teacher also conveyed the learning objectives, namely, to strengthen the understanding of the meaning of vocabulary,

distinguish the categories of *isim* and *fi'il*, and train the courage and fluency of speaking students in Arabic.

Furthermore, at the stage of perception and modeling, the teacher reviews the vocabulary that has been learned and provides examples by demonstrating a certain movement. Students are asked to guess the vocabulary in question and mention it in Arabic. After the answer is given, the teacher confirms the truth and explains the category of words, whether they include *isim* or *fi'il*, along with examples of their use in simple sentences.

At the core implementation stage, students are divided into several small groups or carried out alternately in one class. One of the students came forward to take a random vocabulary card and demonstrate a movement that represented the word without speaking. Other students guessed by mentioning vocabulary in Arabic. After the correct answer, the students were asked to classify the word and make a simple sentence to practice speaking skills in a contextual manner. The reinforcement stage is carried out by providing clarification of pronunciation errors or sentence structure, as well as writing down the vocabulary that has been guessed on the board as a form of visual reinforcement. The teacher then facilitated a brief reflection on the differences in the characteristics of *isim* and *fi'il* based on the examples that had emerged during the activity.

At the evaluation stage, the teacher gives random oral questions to the students to ensure their understanding of the meaning, categories, and use of vocabulary in sentences. The activity ended with a joint conclusion about the material that had been studied, so that learning took place interactively, fun, and effectively in improving vocabulary mastery and Arabic speaking skills, this activity aims to strengthen the understanding of vocabulary meaning through the direct association between movement and words, thus creating a more concrete relationship between the concept of language and physical experience. For the *fi'il* category, the movements that are demonstrated usually describe an activity, such as walking, writing, or eating. As for the category of *ism*, movements or expressions can be used to represent certain objects or objects that have been studied previously (Ramadani & Baroroh, 2020).

In addition to improving memory and vocabulary mastery, this activity also trains students' sensitivity to different forms and functions of words in Arabic. Students are not only required to recognize the meaning, but also to identify whether the vocabulary belongs to *the category of isim* or *fi'il*. Thus, learning becomes more interactive, fun, and effective in strengthening semantic and grammatical aspects at the same time.

Naturalistic

First, Taqdimul afkar, in the chapter on the number of *ismiyah* (الحديقة) Students observe directly to the park, then students observe and record the names of living things and make

them in the form of short ideas, finally, students present the results of ideas in the form of the number of *ismiyah* about the living beings in the garden (MAMI Research Center, n.d.). This is also in line with what was conveyed by Ustadz Rico Andrian:

"In certain materials, such as in the park, it's really natural, it's just that we can't present the atmosphere, but children with natural intelligence, when this theme he specifically explains it, there are grasses, animals are there are snakes, and so on".

This approach is in line with Ustadz Rico Andrian's statement, where the specific theme of the park triggers the naturalist's intelligence for detailed descriptions, thus practicing eloquence, precision, and critical thinking contextually (Hendri, 2017b). This activity complements the previous naturalistic and kinesthetic intelligence as well as linguistics with natural elements, creating inclusive learning, like field observation in the *bi'ah lughawiyah* model. Its holistic impact includes the intrinsic motivation of the relevant topic, resulting in authentic and adaptive oral expression (Lutfiani et al., 2025).

Visual

First, ta'bir aswar, as in the material *an-nazhafah* on page 133, students are asked to make simple arrangements through the images (bathing, sweeping, cleaning, sweeping, tidying up, and mopping) that are available. Based on these pictures, the students made *hiwar muyassaroh* based on the images for 3 minutes.

Second, Guess the picture, in the listening skills lesson, students listen to Arabic audio, then match it according to the picture in the textbook, which directs students *اختر صورة مناسبة*, Students match images that match the audio.

Third, Puzzle, in the *ta'bir* material, students are formed in small groups of 3-4 students, each student prepares 3 blank papers in the form of a square card, then each group member writes the number of *mufidah* on the card such as the number consisting of *fiil+fail+maful bih+zorof mazruf/jar majrur*. In the final stage, each group will meet with the other group, and each member of the group will match and unite the cards into the number of *mufidah* and determine their position and translate it into Indonesian.

Ta'bir aswar trains fluency through a 3-minute *hiwar muyassaroh* based on the image of *an-nazhafah*, while guessing the picture on *maharah istima'* encourages the introduction of vocabulary. These three activities complement the previous naturalist and kinesthetic intelligence, with inclusive participation that is fun and effective for visual students (Hula et al., 2022). Its holistic impact includes spontaneous courage and critical thinking through image-structure interactions. Visual-spatial activities in Arabic learning through *ta'bir aswar*, guess the picture, and puzzles enrich this intelligence by integrating images, audio, and physical manipulation to form an intuitive sentence structure (Naftali et al., 2025).

The results of this study show that the implementation of *the Multiple Intelligence* (MI) approach in learning speaking skills (*maharah al-kalām*) in the AKBARNAS Markaz Arabiyah Kediri program is not only conceptual, but has been operationalized practically and systematically through varied and adaptive learning designs. This strengthens the basic assumption of the *Multiple Intelligences* theory from Howard Gardner which affirms that human intelligence is pluralistic and effective learning occurs when various cognitive potentials are accommodated in a balanced manner, because MI-based language learning rejects the dominance of linguistic intelligence alone and opens up space for the integration of other intelligences such as kinesthetic, interpersonal, and visual-spatial. The findings of this study show that activities such as *qirā'atul akhbār*, *live promotion*, and *masrahiyah* have succeeded in integrating these various intelligences in real practice. This is in line with the *communicative language teaching* (CLT) approach, which emphasizes the use of language in an authentic and meaningful context. Thus, the success of increasing students' speaking courage and spontaneity is not solely due to the variety of activities, but due to the compatibility between the learning design and the principles of real communication in CLT theory.

Likewise with activities such as *live promotion* through social media, the use of digital platforms not only increases motivation, but also facilitates language practice in real-world situations (e.g. negotiation and persuasion). However, these findings also indicate a dependence on access to technology, which has the potential to create a participation gap between students, an aspect that has not been fully anticipated in learning design. Viewed from the perspective of linguistic intelligence, activities such as *taqdim al-qissah* and news preparation show improvements in the aspects of structure and fluency. This supports the *output hypothesis* theory of Merrill Swain which states that language production (output) plays an important role in developing linguistic competence. However, findings on difficulties in memorization showed that not all students have the same cognitive readiness, so this approach has the potential to burden students with low linguistic intelligence if not balanced with a more in-depth differentiation strategy.

The implementation of logical-mathematical intelligence through the preparation of sentence structures shows that grammatical understanding can be strengthened through an analytical approach. This is in line with *the theory of cognitive code learning* which emphasizes the importance of conscious understanding of language systems. However, this approach has the potential to reduce spontaneity of speech if it overemphasizes structural accuracy, so it needs a balance between *fluency* and *accuracy* as emphasized in modern language teaching theory. Meanwhile, the integration of kinesthetic intelligence through drama and movement play shows a significant impact on student courage and engagement. In naturalistic and visual-

spatial intelligence, environmental observation activities and the use of image media have been shown to improve descriptive abilities and contextual comprehension.

The findings of this study show that speaking ability is no longer positioned solely as a result of mastering linguistic aspects, but as a result of the integration of various potential students' intelligences. This is in line with the theory of Multiple Intelligences from Howard Gardner which emphasizes that human intelligence is pluralistic and each individual has a different tendency to learn. The implementation of various activities such as news presentations, live promotion, storytelling, dramas, and environmental observation shows that fluency in speaking occurs when students are given space to express language through their dominant intelligence. Thus, these findings confirm that the learning approach based on multiple intelligences is able to expand the way communicative learning works, not only based on the context of communication but also based on the diversity of student learning methods.

In addition, differentiation of activities in accelerated programs has been proven to function as a mechanism for accelerating learning, not just learning variations. Activities such as live promotion and storytelling show increased courage, spontaneity, and the ability to formulate ideas orally, which indicates that acceleration does not only occur in cognitive aspects, but also affectively. In other words, speech barriers that have been considered linguistic problems are also closely related to psychological factors, such as confidence and language anxiety. This approach has succeeded in lowering these barriers through more contextual and participatory learning. The research findings show a strong integration between the cognitive, affective, and psychomotor domains in learning. Logic-based activities such as sentence preparation train structural accuracy, while kinesthetic activities such as drama and motion games strengthen expression and courage, and social activities such as discussion and promotion enhance interpersonal interaction. This integration shows that the success of speaking learning cannot be achieved through a single approach, but rather through the synergy of various aspects of student development. Thus, the model produced in this study implicitly criticizes the classical approach that tends to be teacher-centered and focuses on memorization, as it is proven to be less able to develop speaking skills holistically. The findings of the study show that learning based on Multiple Intelligences is able to integrate cognitive, affective, and psychomotor aspects simultaneously. Sentence development activities train logical thinking accuracy and language structure, while motion-based activities such as games and drama strengthen physical expression and the courage to perform, and social interaction in discussions and promotions train interpersonal communication skills. This integration shows that speaking skills develop optimally when learning is not fragmented, but is designed as a complete learning experience.

Although the MI approach has been shown to improve participation and speaking skills, there are some limitations that need to be looked at;

First, the dependence on teacher competence, the implementation of MI requires teachers to have high pedagogic skills in designing differentiating activities. Without adequate training, this approach risks becoming a mere variation of activities without a clear pedagogical direction. *Second*, the limited learning time of complex activity variations takes longer than conventional methods. This can reduce the depth of the material if not managed effectively. *Third*, the potential inequalities between students despite being intended to be inclusive, students with certain intelligences (e.g. linguistics or interpersonal) tend to be more prominent, while other students may remain less optimally facilitated. *Fourth*, dependence on facilities and technology such as *live promotion* requires access to devices and the internet, which merata. ini not always affect fairness in the learning process. *Fifth*, complex evaluation, mi-based assessment requires instruments that are able to measure various aspects of intelligence comprehensively. Without a valid and reliable evaluation system, learning outcomes are difficult to measure objectively.

Theoretically, this study reinforces the relevance of the Multiple Intelligence theory in the context of Arabic language learning, especially in improving speaking skills holistically. In practice, these findings suggest that the integration of multiple intelligences can be an alternative solution to the limitations of conventional methods, but requires systemic support in the form of teacher training, adaptive curriculum development, and provision of adequate facilities.

Conclusion

Based on the entire research process that has been carried out, starting from the planning stage, data collection, analysis, to interpretation of findings, the results of this study affirms that the MI-based approach offers substantial pedagogical value in enhancing speaking skills through holistic, inclusive, and contextually grounded learning experiences. It promotes learner engagement, confidence, and communicative competence while accommodating diverse cognitive profiles. However, its effectiveness is influenced by multiple factors, including teacher readiness, resource availability, and instructional design quality. Therefore, its successful implementation requires not only theoretical alignment but also strong practical support. The implementation of the Multiple Intelligence approach in the learning of maharah al-kalām in the acceleration program of Markaz Arabiyah Kediri is carried out systematically by integrating linguistic, logical-mathematical, kinesthetic, naturalistic, and visual intelligence into activities such as presentations, live promotions, storytelling, sentence preparation, drama, motion games, environmental observation, and image-based learning.

The results of this study confirm that the integration of various types of intelligence in learning activities has been proven to support the improvement of fluency, structural accuracy, the courage to communicate, and the critical thinking skills of students. Thus, this program is not only a needs-based curricular innovation, but also makes a strategic contribution to strengthening students' communication competencies that are relevant to the demands of the 21st century. It is hoped that the results of this research can be a reference for the development of an adaptive Arabic language learning model that is oriented to the potential of the plurality of students.

Based on these findings, several recommendations are proposed. First, continuous professional development programs should be provided to enhance teachers' competencies in MI-based instructional design, classroom management, and assessment. Second, educational institutions should develop adaptive and integrative curricula that systematically incorporate multiple intelligences into learning objectives, activities, and evaluation systems. Third, there is a need to design valid and reliable assessment instruments capable of capturing multidimensional learning outcomes. Fourth, institutions must ensure equitable access to technological and learning resources to support inclusive participation. Fifth, instructional practices should maintain a balance between fluency and accuracy to achieve comprehensive language competence. Finally, future research should explore the long-term impact and scalability of MI-based approaches across different educational levels and socio-cultural contexts, employing more diverse methodological approaches to strengthen empirical evidence.

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