

PROFILING STUDENTS' LINGUISTIC VERBAL INTELLIGENCE IN ARABIC LANGUAGE LEARNING

¹*Nur Toifah, ²Mohammad Samsul Ulum, ²Zakiyah Arifa

¹Arabic Education, Postgraduate, UIN Maulana Malik Ibrahim Malang, Indonesia

²Arabic Education, Faculty of Education and Teacher's Training, UIN Maulana Malik Ibrahim Malang, Indonesia

*Corresponding Author Email: nur.toifah@uin-malang.ac.id

Article Info	Abstract
Article History Received: February 2025 Revised: April 2025 Published: July 2025	<i>This research aims to explain the level of linguistic verbal intelligence of students who are studying Arabic, because it involves the ability to understand, use, and manipulate language effectively, both orally and in writing. This research uses a mixed method approach to describe students' linguistic verbal intelligence. Data was collected through the IST (Intelligence Structure Test) compiled by Rudolf Amthauer in 1953 in Frankfurt, Germany because the components in the structure are arranged hierarchically, where the dominant field will influence other fields, the dominant ability in the intelligence structure will determine and influence other abilities. It consists of parts that are interconnected in meaning (structure). Their linguistic verbal dominant questionnaire, which was distributed to 520 students at UIN Maulana Malik Ibrahim Malang using random sampling techniques. The results of the research show that the level of linguistic verbal intelligence of UIN Maulana Malik Ibrahim Malang students has a value of 103.92 in the sufficient category, where 0.38% of UIN Maulana Malik Ibrahim Malang students have linguistic verbal intelligence in very superior category, 43,27% have linguistic verbal intelligence in the high category, and 39,42% have linguistic verbal intelligence in the sufficient category. This shows that students' readiness to absorb Arabic language material is closely related to their linguistic verbal intelligence. Meanwhile, the results of research on the most dominant linguistic verbal dominant possessed by students are that 83.65 of students are able to use imaginative reasoning when writing or speaking, 83.19 of students are able to describe an object or event well, 78.15 of students try to tell good stories about many things, 76.88%of students read a text first and store it in memory before writing and speaking, and 76.27 of students like to talk with humor. Verbal linguistic intelligence contributes to Arabic language learning through verbal attraction, concept formation, and logical thinking, which helps students analyze the meaning of sentences, construct arguments, and solve language problems, such as understanding Arabic statements.</i>
Keywords Linguistic verbal intelligence; Arabic instruction; Arabic learning materials;	
How to cite: Toifah, N., Ulum, M.S., & Arifa, Z. (2025). Profiling Students' Linguistic Verbal Intelligence in Arabic Language Learning, <i>JOLLT Journal of Languages and Language Teaching</i> , 13(3), 1505-1516. Doi: https://doi.org/10.33394/joltt.v13i3.14681	

INTRODUCTION

Learning Arabic in higher education has challenges and opportunities, especially in developing students' linguistic verbal intelligence. Linguistic verbal intelligence is one of the components in the theory of multiple intelligences put forward by Howard Gardner, which includes linguistic verbal intelligence as an individual's ability to use language to think, communicate, and convey ideas critically and effectively (Gardner, 2018). This intelligence has a significant role in learning Arabic, especially in improving student learning performance. Linguistic verbal intelligence plays a crucial role in students' learning of Arabic. These abilities include skills in speaking and writing, all of which are essential to mastering Arabic effectively. Students with high linguistic verbal intelligence tend to understand and

master Arabic material more efficiently. Students with lower linguistic verbal intelligence may face difficulties in the language-learning process (Hanafi, 2019).

This shows that linguistic verbal intelligence is an academic asset and a necessary foundation and provision for students to learn foreign languages, including Arabic, successfully. Linguistic verbal intelligence allows students to think analytically and creatively when processing Arabic language information. As in understanding Arabic learning material, they must understand it in a complex manner lexically and contextually and implement it in everyday life. This requires strong linguistic verbal skills, including vocabulary mastery and logical construction arguments. Students with high linguistic verbal intelligence had better average grades in Arabic courses than others. This is due to their ability to understand the material more deeply and express their thoughts effectively in exams and assignments (Syamsuddin, 2020).

Understanding the level of students' linguistic verbal intelligence in learning Arabic is very important to increase the effectiveness of the learning process (Wirta, 2019). By knowing students' profiles or levels of intelligence, lecturers can design learning strategies that suit their needs and potential so that the material can be absorbed more optimally (Susanti, 2020). This intelligence has a significant relationship with their learning performance, which leads to success in learning Arabic because it positively affects the ability to understand and implement a second language in the learning process (Efendi et al., 2023). This confirms that developing linguistic verbal intelligence can increase students' competence in understanding, interpreting, and thinking analytically and creatively in Arabic.

The formulation of the problem in this study is how is the level of verbal-linguistic intelligence in learning Arabic for students at UIN Maulana Malik Ibrahim Malang? And it aims to explain the level of verbal-linguistic intelligence in learning Arabic for students at UIN Maulana Malik Ibrahim Malang. The results can be used as input in making policies regarding Arabic language learning to improve and achieve learning goals. Knowing the level of linguistic verbal intelligence in learning Arabic can provide a more comprehensive picture of each student's abilities. This allows lecturers to identify areas that need improvement and develop more effective teaching methods. Thus, an in-depth understanding of students' level of linguistic verbal intelligence is key in designing Arabic language learning that is adaptive and responsive to their learning needs.

RESEARCH METHOD

Research Design

This study uses a mixed method that combines a quantitative approach (Creswell & Creswell, 2018) that aims to measure students' verbal-linguistic intelligence and a qualitative approach where the researcher intends to explore further the implications of students' verbal-linguistic intelligence on the development of Arabic language learning. The quantitative approach provides information related to the level of students' verbal-linguistic intelligence in the Arabic language learning process, which can be seen from several real characteristics. Meanwhile, the qualitative approach provides direction on how verbal-linguistic intelligence affects students' linguistic performance in the Arabic language learning process.

Research Participants or Population and Sample

The population of this study was students of the Arabic language intensive course at the Language Center UIN Maulana Malik Ibrahim Malang for the 2024-2025 academic year, totaling 5194 students aged 16-21 years. Arikunto said regarding sampling, if the research population is less than 100 students, it is best to take all of them so that it becomes a research population, and if there are more than 100 students, it can be done between 10%-15. % or 20%-25% or more (Arikunto, 1998).

The research sample in this study amounted to 10% of 5194, namely 519.4 or 520 students. Researchers selected samples using the stratified random sampling method. It is a sampling method whose members are not the same and are relatively proportional (Sugiyono, 2019). To obtain valid data, researchers took samples from various universities, namely the Faculty of Education and Teacher's Training, the Faculty of Sharia, the Faculty of Economics, the Faculty of Science and Technology, the Faculty of Humanities, the Faculty of Psychology, the Faculty of Medicine and Health Sciences, and Faculty of Engineering.

Instruments

This research uses the IST (Intelligence Structure Test) test instrument compiled by Rudolf Amthauer in 1953 in Frankfurt, Germany (Amthauer, 1955). This is a measuring tool designed to evaluate the structure of individual intelligence, and in this study, the researchers focused on measuring linguistic verbal intelligence. The subtests implemented are SE (Satzergaenzung), WA (Wortauswahl), AN (Analogien), and GE (Gmeisamkeiten). The validity and reliability of the IST test have been tested so that its use can be trusted to produce accurate and representative data. This test is carried out under controlled conditions to ensure the objectivity of the results, with implementation steps that follow the standard guidelines of the instrument. The following is the form of the IST test:

Table 1
Scoring of Respondents' Answers and Measured and Measurable Aspects

Sub Tests	Sum	Test Form	Score	Aspects Measured	Measurable Aspects
SE (<i>Satzergaenzung</i>)	20	Completing sentences	The correct answer gets a score of "1", while the incorrect answer receives a score of "0."	<ul style="list-style-type: none"> • Decision Formation • Common sense (drawing on experience) • Flange on practical-concrete • Interpretation of reality and independent thinking 	<ul style="list-style-type: none"> • Practical Thinking • Logical Thinking
WA (<i>Wortauswahl</i>)	20	Looking for differences	The correct answer gets a score of "1", while the incorrect answer receives a score of "0."	<ul style="list-style-type: none"> • Language Proficiency • Feelings of empathy • Inductive thinking 	<ul style="list-style-type: none"> • Sense of language • Verbal thinking • Definition of language (living) ability • Receptive components
AN (<i>Analogy</i>)	20	Equations	The correct answer gets a score of	<ul style="list-style-type: none"> • Ability to be flexible in thinking. • Combined power 	<ul style="list-style-type: none"> • Combined power • Flexibility/agility of thinking, • Transfer relationships

Sub Tests	Sum	Test Form	Score	Aspects Measured	Measurable Aspects
			"1", while the incorrect answer receives a score of "0."	<ul style="list-style-type: none"> • Detecting and loving relationships, as well as clarity and consequences in thinking • Conjecture analysis • The most significant estimate in the development of scientific studies 	and consequences in thinking
GE (<i>Gmeisamkeiten</i>)	16	Shared traits	Answer scores vary. Start "2,1,0"	<ul style="list-style-type: none"> • Verbal abstraction • The ability to express the meaning of something in the form of language • Forming an understanding or looking for the core of a problem and thinking logically in a language 	<ul style="list-style-type: none"> • The power of verbal attraction • Concept formation (definition) • Logical thinking in language

The following instrument used in this research was a 20-question questionnaire to determine students' linguistic verbal dominant. This instrument looks at their linguistic verbal dominant in the form of several things, such as enjoying learning foreign languages through word games, enjoying reading books or writing, expressing something orally or in writing, enjoying playing crossword puzzles to hone language skills, being able to carry out debates in good and orderly language, like to explain a problem and ask questions orally, add new vocabulary, like to write a diary or daily personal schedule, often discuss objects that have been heard or read in conversation, can spell Arabic sounds and others appropriately, usually talk to me independently, can remember objects word for word, can use imaginative reasoning when writing or speaking, can learn well through listening and reading, likes to talk and converse with humor, can tell stories well about many things, and can describe objects or event well. The following is the scoring of respondents' answers in the student linguistic verbal dominant questionnaire:

Table 2
Scoring Respondents' Answers

Option	Score	Information
Often (SS)	5	Every incident described in the statement is done a lot
Frequent (S)	4	Every event described in the statement is done more than not done
Sometimes (KK)	3	The events in the statement are sometimes done and sometimes not done
Rarely (JS)	2	Every incident described in the statement is much more done than done
Never (TP)	1	None of the events described in the statement were carried out at all

Data Analysis

This research data is quantitative from the IST (Intelligence Structure Test). Researchers processed the test results using the IST scoring application in collaboration with psychologists to determine the students' linguistic verbal intelligence level. The average score is interpreted based on intelligence level groups, namely Very Superior (>119), High (105 - 118), Sufficient (100-104), Currently (95-99), Low (81-94), Very Low (<80). Quantitative data was then obtained from questionnaires to see students' linguistic verbal tendencies. Questionnaires are written questions used to get information from sources about their knowledge or reports about things they know. The researcher used this questionnaire method by asking students questions along with the answers to get the answers and responses that the researcher wanted.

The questionnaire used in the research is structured. Namely, it provides answers. Answers are in closed form, where each item has an alternative answer available. Questionnaires prepared by researchers were distributed to resource persons using a google form that was appropriate to the actual situation without being obligatory or artificial. The choices given are in the form of five choices or five alternative answers. The questionnaire results were analyzed using descriptive statistics, which focused on each item's frequency, percentage, and average score. Analysis was carried out using microsoft excel to determine each item's frequency, percentage, and average score. The average score is interpreted into a range of scores. Interpretations of the mean scores were Very Good (81-100), Good (61-80), Middle (41-60), Less Good (21-40), and Not Good (1-20).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study seeks to comprehensively assess both the level and the dominant characteristics of linguistic verbal intelligence among students enrolled in the Arabic Language Intensive Course at the Language Center of UIN Maulana Malik Ibrahim Malang. The course is a foundational program designed for all new students, with a total enrollment of 5,419 participants for the academic period under investigation. These students are categorized into three academic proficiency levels—upper, middle, and elementary—spanning across 132 classes, which indicates a broad and diverse learner population. To effectively measure the linguistic verbal intelligence of these students in the context of Arabic language acquisition, the researchers implemented a two-pronged data collection method: administering structured intelligence tests and distributing standardized questionnaires. The sample size, consisting of 520 randomly selected students, was deemed statistically representative of the entire cohort. The analysis of the data was divided into two key outcomes: (1) identifying the distribution of students across various levels of linguistic verbal intelligence, and (2) determining which aspects of linguistic verbal intelligence most dominantly influence their Arabic learning process. These findings are intended to inform pedagogical strategies and curriculum design for intensive language instruction. The following section presents the detailed results obtained from this research.

Table 3

Level, Quantity, Percentage, and Indicators of Students' Linguistic Verbal Intelligence				
Number	Linguistic Verbal Intelligence Level	Quantity	Percentage	Indicators
1	Very Superior	2	0,38%	Linguistic Verbal Intelligence is Very Superior, Strong, and Dominant
2	High	225	43,27%	Linguistic Verbal Intelligence is Superior, Strong, and not Dominant

Number	Linguistic Verbal Intelligence Level	Quantity	Percentage	Indicators
3	Sufficient	205	39,42%	Linguistic Verbal Intelligence is Superior to Other Intelligences
4	Currently	79	15,19%	Linguistic Verbal Intelligence is Balanced with Other Intelligences
5	Low	9	1,73%	Linguistic Verbal Intelligence is less evident
6	Very Low			Invisible Linguistic Verbal Intelligence
Sum		520	100 %	

The table above explains that the linguistic verbal intelligence of new students at UIN Maulana Malik Ibrahim Malang is dominated by students who are classified as average in the sense of being verbally intelligent and in balance with other intelligence. In this case, their verbal intelligence is not dominant, and they have other intelligence that is also strong. Information was obtained that 0.38%, totaling 2 students, had linguistic verbal intelligence very superior in the sense that they had superior language skills compared to other intelligences in actualizing their language competence.

A total of 43,27% of respondents or 225 students had linguistic verbal intelligence in the high level, where their verbal abilities were slightly superior to other intelligence, although not dominant. Meanwhile, 39,42% of respondents, or 205 students, were in the sufficient level. The average student intelligence level is 103.92, which is the sufficient category. In this group, students can process and actualize language at a standard level. This shows that their verbal intelligence is balanced with other intelligence they possess. More intensive training is needed to increase their linguistic verbal intelligence, individually and collectively.

Based on these data, it can be explained that as many as four-thirds of the respondents, 15,19% had linguistic verbal intelligence in the currently level. This shows that students in this category have linguistic verbal intelligence with several visible indicators, but it is not dominant and tends to be balanced with other intelligence. Furthermore, as many as 1,73% of respondents had linguistic verbal intelligence is less evident. The following is a diagram of the students' verbal linguistic intelligence levels:

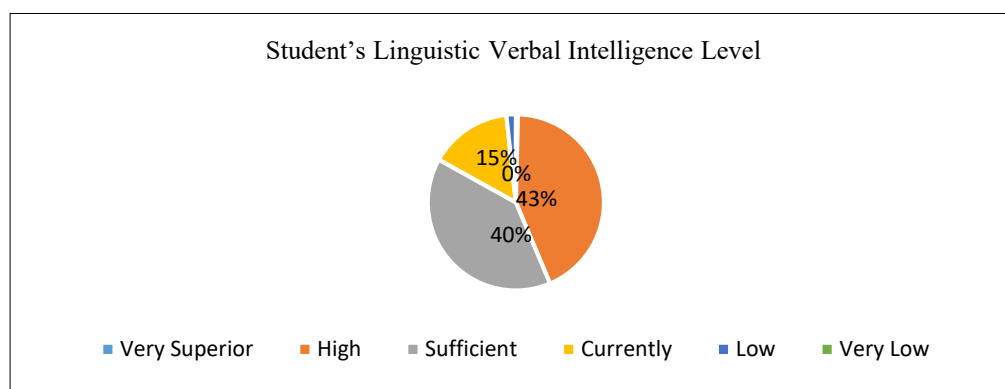


Figure 1. Student's Linguistic Verbal Intelligence Level

A sample strength test is needed to represent the entire population and obtain the collected respondent data. The following are the results of the normality test, which aims to measure the sample distribution in analyzing the level of linguistic verbal intelligence of students while studying Arabic:

Table 4
Student Linguistic Verbal Intelligence Normality Test Results

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Unstandardized Residual	520	.074	.107	.269	.214
Valid N (listwise)	520				
Skewness Ratio		0.69			
Kurtosis Ratio		1.26			

The normality test for students' linguistic verbal intelligence in this study was assisted by SPSS 23 for Windows using the skewness and kurtosis ratios, which aim to obtain valid data. Researchers chose this ratio because the sample size was 520 students. Data is normally distributed in the normality test with the skewness and kurtosis ratio if the ratio value is between -1.96 and +1.96. In this study, the results of the data normality test show a skewness ratio value of 0.69 and a kurtosis ratio of 1.26, which means 0.69 and 1.26 are between -1.96 and +1.96, so it can be concluded that the data is usually distributed.

Based on the normality test results and analysis of the level of linguistic verbal intelligence, the sample used adequately represents the population as a whole. In general, respondents' linguistic verbal intelligence is at an sufficient level, which shows that they have linguistic verbal abilities that superior to other intelligences.

After knowing the students' linguistic verbal intelligence level, the next step is to analyze their dominant in this aspect. Based on the results of the linguistic verbal dominant questionnaire, the following data were obtained:

Table 5
Indicators and Conversion Values for Linguistic Verbal Tendencies

Number	Indicators	Conversion Value
1	Enjoy learning a foreign language through a play on words that are difficult to pronounce	69,00
2	Enjoy reading any book or writing	75,15
3	Able to express something orally or in writing	74,15
4	Enjoy playing crossword puzzles to hone your language skills	74,08
5	Prefer foreign language and social science lessons to math and other exact sciences	60,62
6	Able to debate in good and orderly language	61,19
7	Likes to explain about a problem and ask and answer questions orally	72,19
8	Always add new vocabulary regularly	64,04
9	Likes to write a diary or daily personal schedule	66,23
10	Often discuss things you've heard or read in conversations with friends	69,19
11	Read a text in advance and store it in memory before writing and speaking	76,88
12	Try to observe the text and store it in memory before listening and reading	73,73
13	Able to spell Arabic and other sounds correctly	71,88
14	Talk to myself often	70,85
15	Being able to remember things word for word	72,96

Number	Indicators	Conversion Value
16	Able to use imaginative reasoning when writing or speaking	83,65
17	Able to learn well through listening and reading	74,50
18	Likes to talk with humor	76,27
19	Able to tell good stories about many things	78,15
20	Able to describe an object or event well	83,19

From the table above, the results show that the most dominant indicator of linguistic verbal dominant possessed by students is 83,65 of respondents can use imaginative reasoning when writing or speaking, 83,19 of respondents can describe an object or event well, 78,15 of respondents try to tell good stories about many things. Then another indicator that is also dominant in linguistic verbal that 76.88 of respondents read a text first and store it in memory before writing and speaking, and 76.27 of respondents like to talk with humor. These are some of the most dominant indicators in showing dominant in linguistic verbal, besides other indicators with lower percentages.

Discussion

UIN Maulana Malik Ibrahim Malang students receive special attention in the Arabic language learning process, which takes place intensively for an entire year in semesters 1 and 2. This approach indirectly creates a structured language familiarization experience, supported by forming a richer and more complex language environment. Arabic language learning at this university applies an all-in-one system or *nadzariyat al-wahdah*, where the development of language skills such as *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing) is carried out in an integrated manner without separation.

All new students from various faculties are required to complete Arabic language intensive courses. This program aims to create a conducive language environment because it is the primary support for improving learning performance and success. The results of research conducted by Shidqi and Mudinillah (2021) show that the aim of creating a language environment on campus can be concluded to improve the ability of students, lecturers, and others to speak Arabic actively, both orally and in writing so that the Arabic language learning process becomes more dynamic and effective (Shidqi & Mudinillah, 2021).

Each student has different experiences in developing mastery of the Arabic language, mainly due to differences in their level of linguistic verbal intelligence. Linguistic verbal intelligence is a form of intelligence related to an individual's ability to understand, use, and analyze language effectively, both in spoken and written form (Gardner, 1993). High linguistic verbal intelligence can positively impact the speed of language learning in a foreign language, there by supporting better learning performance. This ultimately contributes to achieving optimal Arabic language learning targets. Abidin (2020) explains in his research that the variable level of linguistic intelligence positively affects Arabic language learning achievement. Indirectly, the development of Arabic language learning depends on students' linguistic intelligence (Abidin, 2020).

This linguistic verbal intelligence is reflected in various patterns of language skills performance, both in receptive and productive aspects. This skill shows that the more dominant linguistic verbal intelligence students have, the better their language mastery. And if students' linguistic verbal intelligence is weak, they tend to be less able to effectively manage and improve language mastery. Thus, linguistic verbal intelligence is key to determining students' success in developing language skills (Pasaribu, 2020).

The level of linguistic verbal intelligence of UIN Maulana Malik Ibrahim students is in 3 categories, namely intelligent (superior) at 0.38%, high average at 13.46%, and average at 86.15 %. The percentage between these three levels is standard in the average intelligence of students in higher education, where the average category is more dominant than the high

average category. In contrast, the high average category is more than the intelligent (superior) category. This has a positive impact on the presentation of learning through constructivism-based learning or learning that is appropriate to their age.

Indicators of linguistic verbal intelligence are practical, concrete, and logical thinking. Concrete-practical and rational thinking are two critical aspects that contribute to developing a person's linguistic verbal intelligence. Concrete-practical thinking is the ability to understand language concepts in real situations and apply them in everyday life (Toifah, 2021). In contrast, logical thinking is related to formulating arguments, understanding relationships between concepts, and concluding information rationally (Al-Munir, 2020).

The urgency of concrete-practical thinking in learning Arabic is as learning capital appropriate to life's context, such as interpersonal communication, the learning process, and socializing. Individuals who have concrete-practical thinking abilities can more easily understand the meaning of words and language structures based on the context of their use and apply this understanding in communicating effectively (Snow, 2020). Logical thinking in linguistic verbal intelligence is essential to support an individual's ability to analyze texts, construct coherent arguments, and build a systematic understanding of language. This ability is crucial in the active learning process, which requires students to have skills in processing and conveying information logically and systematically.

In recent research, various studies have widely discussed the relationship between concrete-practical thinking and logical thinking with linguistic verbal intelligence. For example, research by Nation and Snowling (2022) shows that individuals with high linguistic verbal intelligence to have better logical thinking abilities, which helps them understand relationships between words and build structured narratives (Nation & Snowling, 2022). In addition, a study by Perfetti and Stafura (2021) emphasizes that concrete-practical thinking allows someone to more quickly understand the language context used in everyday communication, thereby increasing communication effectiveness. Thus, the development of linguistic verbal intelligence depends not only on language ability but also on concrete-practical thinking and logical thinking abilities, which are the foundation for effective language use (Perfetti & Stafura, 2021).

The next linguistic verbal intelligence possessed by students is reasoning and imagination. This is important in improving writing and speaking skills in learning Arabic. Imagination allows students to create more creative language expressions, organize ideas with interesting plots, and enrich the vocabulary and sentence structures used. According to research by Al-Mahrouqi and Denman (2021), imagination helps Arabic language learners understand the meaning of words more deeply and apply them in various communication contexts (Al-Mahrouqi & Denman, 2021). In speaking skills, imaginative reasoning allows individuals to convey messages more expressively, avoid monotonous communication patterns, and increase interest in conversations. Meanwhile, in writing skills, imagination will enable writers to produce more affluent, more varied narratives and be able to describe abstract concepts in a more concrete and easy-to-understand way (Al-Qahtani, 2020).

In Arabic learning, imaginative reasoning enriches the vocabulary and language structure used and allows students to be more expressive and creative in conveying ideas. According to Vygotsky (2019), imagination in language is closely related to cognitive development, where a person can form new concepts based on their linguistic experience (Vygotsky, 2019). By this reasoning, students can understand and use language more flexibly and communicatively, which can help them increase their learning success (S. Ahmed & Hussein, 2021).

This imaginative reasoning plays a role in improving critical thinking skills and problem-solving in Arabic language communication. Ahmed and Khalil (2022) explain that students trained to think imaginatively in writing and speaking in Arabic significantly

improve argumentation skills, word choice, and text cohesion (H. Ahmed & Khalil, 2022). This is because imagination allows them to connect personal experiences with the language concepts being learned, thereby creating more natural and meaningful communication. Apart from that, imagination also supports learners in understanding various forms of Arabic expression, such as metaphors, figures of speech, and connotative meanings, often used in literature and formal communication (Al-Mahrouqi & Denman, 2021). Furthermore, Ibrahim and Mansoor (2022) argue that creative writing in Arabic, supported by imagination, helps students develop critical thinking skills, rove grammar skills, and express ideas more naturally and initially (Ibrahim & Mansoor, 2022).

Imaginative reasoning can be applied through various methods In Arabic learning, such as storytelling, scenario-based discussions, and creative writing exercises that encourage students to explore ideas without too strict limitations. Imagination not only functions as a tool to enrich language but also as a cognitive factor that supports the process of thinking, understanding, and communicating ideas in Arabic more effectively, expressively, and interestingly, which makes them dare to perform well and can increase their learning success.

The verbal linguistic intelligence that contributes the most to Arabic learning is verbal attraction, where students have the language ability to attract attention and interest through words and sounds. As in stories and dialogues, they can attract listeners with their language. Next is intelligence in concept formation, a mental process to organize and understand information to form a clear picture. By recognizing repetitive verb patterns, they can understand the formation and use of words in depth and apply Arabic appropriately in speaking, writing, and understanding texts. Rumilah & Cahyani (2020) view the concept of language as a set of systematically organized words to be used as a tool for communication. The word itself is an integral part of the symbols used by a particular group of people. For this reason, the word is considered symbolic. A symbol here refers to something that symbolizes and represents ideas, feelings, objects, and actions in a random, conventional, representative, and interpretive manner (Rumilah & Cahyani, 2020).

The next intelligence is logical thinking in language, which is the ability to use language systematically and rationally. Logical thinking helps them analyze the meaning of sentences, construct arguments, and solve language problems, such as understanding Arabic statements. Thinking logically, they can learn more effectively because they know why and how language rules apply. Hidayat (2018) stated that logical thinking is the ability to organize and arrange information or arguments in an organized and rational manner, using clear and consistent language. Logical thinking includes linking hypotheses (assumptions or initial information) to conclusions through a systematic and consistent reasoning process. This enables a person to present reasons in an easy-to-understand manner (Hidayat, 2018).

CONCLUSION

The level of linguistic verbal intelligence of students at UIN Maulana Malik Ibrahim Malang has a score of 103.92 in the sufficient intelligence category, where this intelligence can help absorb Arabic language material sufficiently and in balance with other intelligence. Furthermore, 83,65 of respondents can use imaginative reasoning when writing or speaking, 83,19 of respondents can describe an object or event well, 78,15 of respondents try to tell good stories about many things. Then another indicator that is also dominant in linguistic verbal that 76.88 of respondents read a text first and store it in memory before writing and speaking, and 76.27 of respondents like to talk with humor. Forms of contribution Verbal linguistic intelligence in Arabic language learning includes verbal attraction, where students can attract listeners with their language. Concept formation enables them to understand the formation and use of words in depth, so that they can apply Arabic appropriately in speaking, writing, and understanding texts. Logical thinking in language helps them analyze the meaning of sentences, construct arguments, and solve language problems, such as

understanding Arabic statements. This study provides essential benefits for further researchers by providing empirical data that can be used as a reference and basis for developing new hypotheses. This study also enriches the theoretical framework and allows for the development of more appropriate evaluation tools. The findings can be the basis for curriculum innovation and more effective learning strategies. Furthermore, this study opens up opportunities for an interdisciplinary approach by integrating educational psychology, linguistics, and educational technology to deepen the understanding of verbal linguistic intelligence in Arabic language learning.

ACKNOWLEDGEMENT

This research needs to be continued in other research to analyze several things that can improve Arabic language learning outcomes for UIN Maulana Malik Ibrahim Malang students. The researcher would like to thank the rector of UIN Maulana Malik Ibrahim Malang, the Head of the Language Center, and the Head of the Arabic Language Intensive Course at UIN Maulana Malik Ibrahim Malang for allowing the researcher to conduct research. Furthermore, researcher would like to thank the Postgraduate Director, the Head of the Arabic Language Education Doctoral Study Program, and the first and second promoters who were willing to guide and direct researchers in carrying out this research at the doctoral level.

REFERENCES

- Abidin, F. M. (2020). Pengaruh Tingkat Kecerdasan Linguistik Terhadap Prestasi Belajar Bahasa Arab Siswa Kelas X Jurusan Bahasa Man 1 Yogyakarta Tahun Ajaran 2019/2020.
- Ahmed, H., & Khalil, R. (2022). Imagination and Critical Thinking in Second Language Writing: A Study on Arabic Learners. 10(2), 75–92.
- Ahmed, S., & Hussein, M. (2021). The Role of Imagination in Second Language Learning: A Cognitive Approach. 17(2), 89–103.
- Al-Mahrouqi, R., & Denman, C. (2021). Language Creativity and the Role of Imagination in Arabic Communication Skills Development. 15(4), 132–148.
- Al-Munir, M. (2020). Verbal-Linguistic Intelligence in Arabic Language Learning: A Theoretical Perspective. 15(2), 34–50.
- Al-Qahtani, A. (2020). Enhancing Arabic Writing Through Imaginative Storytelling Activities. 8(3), 98–115.
- Amthauer, R. (1955). *Intelligenz-Struktur-Test: Handanweisung für die Durchführung und Auswertung* (4. Unveränderte Auflage). Göttingen: Verlag für Psychologie.
- Arikunto, S. (1998). *Metode Penelitian Suatu Pendekatan*. Rineka Cipta.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). Los Angeles: SAGE Publications.
- Efendi, A. S., Setiawan, J., & Budiasningrum, R. S. (2023). Kecerdasan Linguistik Verbal Dalam Penguasaan Bahasa Asing. *Jurnal Ilmiah Research Student*, 1(2), 127–131.
- Gardner, H. (1993). *Frames of Mind The Theory of Multiple Intelligences*. New York: A Member of the Perseus Books Group.
- Gardner, H. (2018). *The Theory of Multiple Intelligences: An Overview*. United States: Harvard University Press.
- Hanafi, M. Z. (2019). *Implementasi Metode Sentra Dalam Pengembangan Kecerdasan Majemuk Anak Usia Dini*. Yogyakarta: Deepublish.
- Hidayat, A. R. (2018). *Filsafat Berpikir Teknik-Teknik Berpikir Logis Kontra Kesesatan Berpikir*. Pamekasan: Duta Media Publishing.

- Ibrahim, H., & Mansoor, T. (2022). Creative Writing in Arabic: The Cognitive and Linguistic Impact of Imagination on Language Acquisition. 9(3), 112–128.
- Nation, K., & Snowling, M. . J. (2022). Beyond Phonics: The Role of Language in Reading Development. *Journal of Child Psychology and Psychiatry*, 63(4), 393–405.
- Pasaribu, I. A. (2020). Pemberian tugas dan kecerdasan linguistik terhadap hasil belajar reading. *Jurnal penelitian pendidikan bahasa dan sastra*, 5(2), 71–77.
- Perfetti, C. A., & Stafura, J. (2021). Word Knowledge in a Theory of Reading Comprehension. 25(1), 65–79.
- Rumilah, S., & Cahyani, I. (2020). Struktur bahasa; pembentukan kata dan morfem sebagai proses morfemis dan morfofonemik dalam bahasa Indonesia. *Jurnal Pendidikan Bahasa Indonesia*, 8(1), 70–87.
- Shidqi, M. H., & Mudinillah, A. (2021). Pembelajaran Bahasa arab dengan memanfaatkan lingkungan berbahasa bagi mahasiswa di Perguruan Tinggi. *Jurnal Education and Development*, 9(3), 170–176. <https://doi.org/10.37081/ed.v9i3.2807>
- Snow, C. E. (2020). Oral Language and Literacy Development: The Role of Language in Learning. 56(3), 520–531.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Susanti, S. (2020). Multiple Intellegences dalam Pembelajaran Bahasa Arab di Madrasah. 1(2), 57–85. <https://doi.org/10.30997/tjpba.v1i2.2777>
- Syamsuddin, R. (2020). Lingkungan Belajar dan Pengembangan Kecerdasan Verbal-Linguistik. 12(4), 56–67.
- Toifah, N. (2021). Pembelajaran Berbicara Bahasa Arab Tentang Anamnesis Berbasis Keterampilan Abad 21 di Prodi Pendidikan Dokter UIN Maulana Malik Ibrahim Malang. 13(1), 169–190. <http://dx.doi.org/10.21043/arabia.v13i1.10102>
- Vygotsky, L. (2019). *Imagination and Creativity in Childhood*. Cambridge University Press.
- Wirta, I. M. (2019). Pengaruh Pembelajaran Inovatif Terhadap Hasil Belajar Bahasa Inggris Siswa Kelas Viiiib1 Smp Negeri 2 Gerokgak Dengan Pengendalian Kecerdasan Linguistik. *Ganesha Civic Education Journal*, 1(1), 49–55.