

Multiple Intelligences in Evaluation of Arabic Learning At Islamic Boarding School

Ubaid Ridlo

Universitas Islam Negeri Syarif Hidayatullah Jakarta
ubaid.ridlo@uinjkt.ac.id

Abstract

The purpose of this study was to find a variation of test technique and variety of test in Arabic Language-*Tamrinul Lughab* subject and analyze it based on the theory of multiple intelligences at Darul Muttaqien Islamic Boarding School Bogor West Java. This research is field research conducted at *Tarbiyatul Mu'allimin wal Mu'allimat al-Islamiyyah* (TMI) class II since July 2018 up to August 2020. This research is qualitative, using case study method. Methods of data collection through interview, observation, focus group discussion, and documentation. The steps of data analysis are carried out qualitatively. By stages; 1) data collection, 2) data reduction, 3) display data with analysis, 4). conclusion. The findings of this study are *Pesantren* in implementing Arabic learning evaluation-*Tamrinul Lughab* have applied the Non-Test and Test Techniques. While the variety of tests includes *Akhlak Mulya* Test, *Kepribadian* Test, Formative Test, Summative Middle Test, and Summative Final Test both written and oral. The variety of tests has proven to be able to develop *santri's* multi-intelligence, including linguistic intelligence, spiritual intelligence, interpersonal intelligence, and intrapersonal intelligence. So, the evaluation of learning Arabic based on multiple intelligences is very effective in improving student achievement.

Keyword: Multiple intelligences; evaluation; learning

Introduction

In general, educational institutions in the world and even Indonesia assess student's intelligence from the result of logic-mathematical intelligence test. The test instrument used to measure intelligence is the IQ test¹. Intelligence

¹ Muna Saif Al-Kalbani and Suad Saleh Al-Wahaibi, 'Testing the Multiple Intelligences Theory in Oman', *Procedia - Social and Behavioral Sciences* 190 (May 2015): 575-81, <https://doi.org/10.1016/j.sbspro.2015.10.001>; Marta Ferrero, Miguel A. Vadillo, and Samuel P. León, 'A Valid Evaluation of The Theory of Multiple Intelligences Is Not Yet Possible:

is often associated with writings, scientific books, scholars and scientific discoveries. Intelligence is one of the psychological symptoms that are difficult to understand. There is no doubt, how important is the role of intelligence in various fields of life, especially in the field of education and teaching. High intelligence is always associated with people who have high abilities. While individuals who have low abilities are considered people with low intelligence or mental retardation. But keep in mind, intelligence is actually not limited to matters related to intellectuals alone. Intelligence can be related to many things. This is based on the facts that show that various types of intelligence are needed in dealing with life's problems.

Education in the 21st century demands learning that empowers students' multi-intelligence². Educational principles that UNESCO conveys that the principles of education must be placed on four pillars, namely learning to know (learning to know), learning to do (learning to do), learning to live together (learning to live together), learning to be yourself. (Learning to be), and lifelong learning (lifelong learning) requires learning patterns that are able to develop all the multi-intelligences of students³.

Many neuroscientists describe schools as “half-brain”⁴ institutions because educational activities require students to only acquire left-brain skills. Formal schools that only value two types of intelligence, language and mathematics, have killed students with multiple intelligences⁵. Mathematical logical intelligence and verbal linguistic intelligence are categorized as intelligent and intelligent students. Whereas there are visual-spatial, musical and bodily-

Problems of Methodological Quality for Intervention Studies’, *Intelligence* 88 (September 2021): 101566, <https://doi.org/10.1016/j.intell.2021.101566>; Chua Yan Piau and Zuraidah Mohd Don, ‘Predictors of Multiple Intelligence Abilities for Malaysian School Leaders’, *Procedia - Social and Behavioral Sciences* 116 (February 2014): 5164–68, <https://doi.org/10.1016/j.sbspro.2014.01.1093>; Sami Sulieman Al-Qatawneh et al., ‘The Representation of Multiple Intelligences in an Intermediate Arabic-Language Textbook, and Teachers’ Awareness of Them in Jordanian Schools’, *Heliyon* 7, no. 5 (May 2021): e07004, <https://doi.org/10.1016/j.heliyon.2021.e07004>.

² Melvin L. Silberman, *Active Learning: 101 Strategies to Teach Any Subject* (Boston: Allyn and Bacon, 1996), 15.

³ Ubaid Ridlo, ‘Language Environment Based on Multiple Intelligences at Islamic Boarding School’, *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaan* 6, no. 1 (12 June 2019): 108–30, <https://doi.org/10.15408/a.v6i1.11189>; E Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi* (Bandung: PT Remaja Rosdakarya, 2002), 5.

⁴ Bob Samples, *Openmind-Wholemind: Parenting and Teaching Tomorrow’s Children Today* (Rolling Hills Estates, Calif: Jalmar Press, 1987), 76; Bob Samples and Rahmani Astuti, *Revolusi Belajar untuk Anak: Panduan Belajar Sambil Bermain untuk Membuka Pikiran Anak-anak Anda* (Bandung: Kaifa, 2002), 74.

⁵ Gordon Dryden and Jeannette Vos, *The Learning Revolution: To Change the Way the World Learns* (Torrance, Calif.: The Learning Web, 1999), 95, <https://archive.org/details/learningrevoluti00dryd>; Gordon Dryden and A. (Ahmad) Baiquni Vos, Jeannette, *Keajaiban Pikiran* (Bandung: Kaifa, 2000), 99.

kinesthetic intelligences that can also affect one's success in the world of work. The six intelligences can be grouped as a category of skills that at least a person must possess in order to survive. The next three intelligences, namely naturalist, intrapersonal and interpersonal can help a person to achieve success in a career, family and relationships among others, because this intelligence includes the ability to distinguish and respond appropriately to moods, temperaments, motivations, and desires of self and others. . One of the researchers who support this intelligence is Daniel Goleman⁶, who is famous for his book, "Emotional Intelligence".

Howard Gardner criticized this condition with the multiple intelligences theory. He emphasized that the IQ test has various weaknesses because it is only able to measure language and logical mathematical intelligence. Because according to Gardner, human intelligence is infinite and human mental complexity will not be measured by the IQ test. In his book, *Frame of Minds* in 1983, Gardner wrote that intelligence is multi-factorial, consisting of seven intelligences⁷, namely verbal linguistic, logical mathematical, visual, spatial, musical, kinesthetic, interpersonal, and intrapersonal. Later in his book entitled *Intelligence Reformed*, Gardner added naturalist, existential, and spiritual intelligence⁸. His theory dispels existing assumptions about human intelligence.

Likewise with the implementation of the evaluation of Arabic learning, the facts in the field show that the evaluation of learning only measures a little intelligence, namely linguistic and mathematical intelligence⁹. Therefore, research on the evaluation of Arabic learning based on multiple intelligences is an important thing to do, because with this model evaluation can measure and develop all the potential of students. So that a comprehensive evaluation function can be achieved. There are at least three aspects that need to be considered in relation to teaching evaluation, namely¹⁰:

⁶ Daniel Goleman, *Emotional Intelligence*, 25th anniversary edition (New York: Bantam Books, 2020).

⁷ Muhammad Jafar Shodiq, 'Metode Pembelajaran Bahasa Arab Aktif- Inovatif Berbasis Multiple Intelligences', *al Mahara Jurnal Pendidikan Bahasa Arab* Vol.4, no. 1 (June 2018): 24.

⁸ Howard Gardner, *Intelligence Reframed: Multiple Intelligences for the 21st Century* (New York, NY: Basic Books, 1999), 47.

⁹ Siti Susanti, 'Multiple Intelligences dalam Pembelajaran Bahasa Arab di Madrasah', *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (4 July 2020): 57, <https://doi.org/10.30997/tjpb.v1i2.2777>; Shodiq, 'Metode Pembelajaran Bahasa Arab Aktif-Inovatif Berbasis Multiple Intelligences'; Suci Ramadhanti Febriani and Rizka Widayanti, 'The Evaluation of Arabic Learning Based on Multiple Intelligences Classroom', no. 1 (2015): 18.

¹⁰ Binti Khoiriyah, 'Evaluation of Arabic Language Skills in Kanzul Lughah Arabic Course Pare Kediri', n.d., 6; Ahmad Royani, Mukhson Nawawi, and Maswani Maswani, 'Evaluation of Arabic Language Textbooks at UIN Syarif Hidayatullah Jakarta', *Abjadia* 5, no. 1 (29 June 2020): 29, <https://doi.org/10.18860/abj.v5i1.8495>; Reima S. Al-Jarf and Nailya G. Mingazova, 'Evaluation of Arabic Language Teaching Textbooks Used in Russia in the Light of

1. Evaluation activities are a systematic process. This means that the evaluation is an activity that is planned and implemented continuously. Evaluation is not just a final activity or closing of a program, but an activity carried out at the beginning of the program, during the program, and at the end of the teaching program.
2. In the evaluation activity, various data related to the object being evaluated are needed. Data in the context of learning can be in the form of student behavior during lessons, such as test results, homework, summative final test scores, summative mid-test scores, and so on.
3. Learning evaluation activities are inseparable from learning objectives. Because every assessment activity requires a certain criteria as a reference in determining the limits of achievement of the object being assessed¹¹.

The Research on the evaluation of Arabic learning at *Pesantren* has not been done much¹². Some of them are by Fitri Mawaddah Bako et al¹³, the results of their research are the evaluation of the Arabic program, the chairman of the pesantren evaluated by asking each program that has been implemented to each teacher in their respective fields at the end of each semester. The research by Enung Mariah et al¹⁴, the results of their research are the harmony between the curriculum and methods in learning Arabic. The evaluation value of learning outcomes is the average value of student results are 84.40. This value is not maximal because there are not described the four language skills. And the

the CEFR Criteria' (IFTE 2020 - VI International Forum on Teacher Education, Kazan Federal University, Russia, 2020), 101–29, <https://doi.org/10.3897/ap.2.e0101>; Ahmad Jaunanto and Hanik Mahliatussikhah, 'Characteristic of Evaluation in Learning Arabic Language at Islamic Boarding School Anwarul Huda Malang', *Alsuna: Journal of Arabic and English Language* 3, no. 2 (29 November 2020): 179–86, <https://doi.org/10.31538/alsuna.v3i2.721>; Natalia V. Rakhlin, Abdullah Aljughaiman, and Elena L. Grigorenko, 'Assessing Language Development in Arabic: The Arabic Language: Evaluation of Function (ALEF)', *Applied Neuropsychology: Child* 10, no. 1 (2 January 2021): 37–52, <https://doi.org/10.1080/21622965.2019.1596113>; Hadhemi Achour and Wahiba Ben Abdesslam, 'An Evaluation of Arabic Language Learning Websites', in *International Conference on Education and E-Learning Innovations* (2012 International Conference on Education and e-Learning Innovations (ICEELI 2012), Sousse: IEEE, 2012), 1–6, <https://doi.org/10.1109/ICEELI.2012.6360683>.

¹¹ Ubaid Ridho, 'Evaluasi dalam Pembelajaran Bahasa Arab', *An Nabighob Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (24 June 2018): 19, <https://doi.org/10.32332/an-nabighoh.v20i01.1124>; M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran* (Jakarta: ITB Bandung, 1996), 3–6.

¹² Researcher have tracked articles through Google Scholar, Research Gate, and Sinta

¹³ Fitri Mawaddah Bako et al., 'Pengawasan dan Evaluasi Program Bahasa Arab di Pondok Pesantren', *Arabi: Journal of Arabic Studies* 3, no. 1 (30 June 2018): 61, <https://doi.org/10.24865/ajas.v3i1.72>.

¹⁴ Enung Mariah, Sarah Novianti Latuconsina, and Fatkhul Ulum, 'Evaluasi Pembelajaran Bahasa Arab Pada Madrasah Aliyah Pondok Pesantren Ulul Albab Makassar', in *Prosiding Seminar Nasional Lembaga Penelitian Universitas Negeri Makassar* (Diseminasi Hasil Penelitian melalui Optimalisasi Sinta dan Hak Kekayaan Intelektual, Makassar: Universitas Negeri Makassar, 2019), <https://ojs.unm.ac.id/semnaslemlit/article/view/8982>.

research by Irhan Ifthah Manshur and Baili,¹⁵ This study concludes that the implementation of program evaluations at the al-Azhar boarding school used a discrepancy model or gap model, a Goal-Oriented Evaluation Model and a Decision-Oriented Evaluation Model.

There is no research that has been done that discusses the evaluation of Arabic language learning based on multiple intelligences at *MPesantren*. So, the focus of this research is to find a variation of test technique and variety of test in *Tamrinul Lughab* subject and analyze it based on the theory of multiple intelligences.

Therefore, the study of the evaluation of Arabic language learning based on multiple intelligences at *Pesantren* is very important to develop an evaluation theory of Arabic learning and be implemented in teaching and learning activities both in Islamic boarding schools and other educational institutions.

The author choses this *Pesantren* because according to the author's preliminary research, Darul Muttaqien Islamic Boarding School Bogor has tried to apply the theory of multiple intelligences as an approach to learning Arabic compared to general educational institutions in West Java and its surroundings. Arabic language learning is carried out using the Dual System¹⁶, namely the merger of *Nazariyah al-Wabdab*¹⁷ (Integrated System/All in One System) and *Nazariyah al-Furu*¹⁸. In addition, this *Pesantren* have many achievements in academic and non-academic fields, including achievements in learning Arabic¹⁹.

¹⁵ Irfan Ihatif Mashur and Baili Baili, 'Evaluasi Pelaksanaan Program Bahasa Arab di Pondok Pesantren Al-Azhar Malang', *TADBIR: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2020): 14, <https://doi.org/10.30603/tjmpi.v8i1.753>.

¹⁶ The Dual System adopts an Arabic learning system in the style of Pondok Modern Darussalam Gontor Ponorogo. The All in One System is reflected in the *Tamrinul Lughab* textbook for grades I and 2 of TMI. This book was written by Imam Zarkasyi and Imam Shibani, *Durus al-Lughab al-'Arabiyah 'ala al-Thariqah al-Hadithab*, reviewed by Dr. V. Abdurrahim from the Islamic University of Medina, (Ponorogo: KMI Pondok Modern Darussalam Gontor Ponorogo, 2005) Juz I and II. While *Nazariyah al-Furu* as a complement and perfection is reflected in the subjects of *nabwu, sharaf, imla', mutala'ab, mahfudat, balaghah, and insya'*. Baca Imam Zarkasyi and Imam Shibani, *Durus Al-Lughab al-'Arabiyah 'ala al-Thariqah al-Hadithab* (Ponorogo: KMI Pondok Modern Darussalam Gontor Ponorogo, 2005).

¹⁷*Nadariyah al-Wabdab* merupakan sebuah teori dalam pengajaran bahasa yang memandang bahasa sebagai suatu sistem yang terdiri dari unsur-unsur dan komponen yang teratur, tersusun menurut pola tertentu dan membentuk satu kesatuan. Unsur-unsur tersebut adalah dialog (*al-Hiwar*), membaca (*al-Qira'ah*), struktur (*al-Tarkib*), menulis (*al-Kitabah*), hafalan (*al-Mahfuzat*), dan apresiasi sastra (*al-Tadhamnuq al-Adaby*). Baca Syamsuddin Asyrofi, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: Idea Press, 2010), 114–15.

¹⁸ In this system, learning Arabic is divided into several subjects, such as *sharaf, nabwu, Insha', mutala'ab, Imla'*, and others. Each subject has a curriculum or syllabus, meeting hours, textbooks, evaluations, and learning.

¹⁹ Tim PP Darul Muttaqien, *Profil TMI Darul Muttaqien Parung Bogor* (Bogor: DM Press, 2017), 17. See also (<http://darul-muttaqien.com/profil-pesantren/prestasi/>).

This type of research is a qualitative study,²⁰ with using case study method²¹. The case study method²² is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity for individuals, groups, institutions, or organizations to gain in-depth knowledge. The cases studied are real-life, ongoing, and not past cases. The methods used in data collection are; (a) In-depth interview with the Director, Principal of TMI, Vice Principal, 5 Teachers of Arabic Language, 3 Student Boarding Supervisors, 50 students of class II, (b) Observation based on the learning process both inside and outside the classroom. (C) Focus group discussion with Principal, Vice Principals, 5 teachers, and 3 Student Dormitory Supervisors. (d) Documentation. In this study, The steps of data analysis are carried out qualitatively²³. By stages; 1) Data collection, 2) Data reduction, 3) Display data with analysis, 4). Conclusion.

Results and Discussion

The main purpose of evaluation in learning²⁴ is to obtain accurate information about the level of achievement of student competencies in accordance with the indicators formulated. After that formulate and determine the next steps. Follow-up can be: (1). Placement in the right place; (2). Giving feedback; (3). Diagnosis of student learning difficulties, and (4). Determination of graduation. Therefore, a test was held which was named: (1). Placement test (اختبار تصنيف), (2). Formative test (اختبار تحصيل), (3). Diagnostic tests and (4). Summative test (اختبار تشخيص).

²⁰ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions* (Thousand Oaks, Calif: Sage Publications, 1998), 74–75; Pavel Štrach and André M. Everett, ‘Transforming Research Case Studies into Teaching Cases’, *Qualitative Research in Organizations and Management: An International Journal* 3, no. 3 (14 November 2008): 199–214, <https://doi.org/10.1108/17465640810920287>.

²¹ Robert K. Yin, *Case Study Research: Design and Methods*, 3rd ed, Applied Social Research Methods Series, v. 5 (Thousand Oaks, Calif: Sage Publications, 2003), 22; Mudjia Rahardjo, ‘Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya’, *UIN Maulana Malik Ibrahim Malang*, 2017, 1–5, <http://repository.uin-malang.ac.id/1104/>; Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan: Teori, Aplikasi* (Jakarta: Bumi Aksara, 2006), 107.

²² Rolf Johansson, ‘On Case Study Methodology’, *Open House International* 32, no. 3 (1 September 2007): 48–54, <https://doi.org/10.1108/OHI-03-2007-B0006>.

²³ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Fourth edition (Los Angeles: SAGE, 2020); Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Program Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya, 2005), 99; Zuriah, *Metodologi penelitian sosial dan pendidikan*, 107.

²⁴ Mira Mira, Syihabudin Syihabudin, and Yayan Nurbayan, ‘Evaluation of Arabic Learning Using The Kahoot Application in The Pandemic Era Of Covid-19’, *Ta’lim al-‘Arabiyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 2 (15 December 2020): 153–64, <https://doi.org/10.15575/jpba.v4i2.8930>.

The test has many varieties. In term of form, the test is divided into subjective test and objective test²⁵ (There are four types of objective tests, namely: true-false test, multiple choice test, matching test, and completion test). In terms of preparation, the types of tests are divided into standardized tests and teacher-made tests. in terms of its function to measure student's abilities, there are four kinds of tests, namely initial ability test, diagnostic test²⁶, formative test²⁷ and summative test²⁸. There are three kinds of initial ability test, namely pre-test²⁹, prerequisite test³⁰, and placement test³¹. In term of the number of participant tested, the test can be divided into individual test and group test. In terms of the answer given by student, the test can be divided into practical test and verbal test. Verbal test are divided into oral and written test.

After the researcher collected the data through interview, observation, focus group discussion, and documentation, it was found that the variation in the evaluation of Arabic language *Tamrinul Lughab* learning was as follows:³²

²⁵ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Babasa dan Sastra* (Yogyakarta: BPFY-Yogyakarta, 2001), 162.

²⁶ Diagnostic test is test that is used to find out the weaknesses of students so that based on these weaknesses, appropriate treatment can be given.

²⁷ Formative test is a test to determine the extent to which students have been formed after following a certain lesson program. In this position, formative tests can also be viewed as diagnostic tests at the end of the lesson. The formative test is given at the end of each program, as a post-test.

²⁸ Summative test is a test that is carried out after the end of giving a group of programs or a larger program.

²⁹ Pre-test is a type of initial ability test that is carried out before students experience the learning process in a subject. Pre-test is intended to determine the ability of students with regard to the material to be studied.

³⁰ Prerequisite test is a test that is done before someone does (enters into) a certain education. The test is intended to find out whether a person (student) has certain abilities or skills that are required to attend certain.

³¹ Placement Test is a test that is done before students start education at a certain level. The test is intended to determine the student's ability level to then place it at the appropriate ability level.

³² Tim PP Darul Muttaqien Muttaqien, *Pedoman Administrasi Guru TMI (Tarbiyatul Mu'allimin Wal Mu'allimat al-Islamiyyah)* (Bogor: DM Press, 2017). Research findings based on observations, FGD, documentation, and interviews with the director, principal, vice principal, teachers, and students. on 18- 30 December 2019

1. *Penilaian Akhlak Mulya/ Akhlak Mulya Test*

Table 1.

*Akhlak Mulya Test Form*³³

Mata Pelajaran : *Tamrinul Lughab*
 Kelas/Semester : II/I
 Tahun Pelajaran : 2019-2020

| No | Nama Siswa | Penilaian Akhlak Mulya | | | | | | | | Jml | Nilai | Kualifikasi |
|----|------------|------------------------|---|---|---|---|---|---|---|-----|-------|-------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | Dst | | | | | | | | | | | |
| | Rata-Rata | | | | | | | | | | | |

**Keterangan Nilai:
Kualifikasi:**

Pengisian Nilai

- | | |
|------------------------------------|--|
| 1. Rajin beribadah | 5 : Sangat Baik (91-100) : Sangat Baik |
| 2. Tanggung jawab terhadap tugas | 4 : Baik (76-90) : Baik |
| 3. Jujur dalam segala hal | 3 : Cukup (61-75) : Cukup |
| 4. Patuh terhadap aturan pesantren | 2 : Sedang (51-60) : Sedang |
| 5. Hormat terhadap pendidik | 1 : Kurang (0-50) : Kurang |
| 6. Tertib dalam mengikuti KBM | |
| 7. Menolong sesama dalam kebaikan | |
| 8. Menjaga lingkungan | |

Table 2.

The Results of *Akhlak Mulya Test* for Class II Students in *Tamrinul Lughab* Subject³⁴

| Aspek Penilaian | Kualifikasi | Jumlah | Persentase |
|---------------------|------------------------|--------|------------|
| <i>Akhlak Mulya</i> | (91-100) : Sangat Baik | 13 | 26 % |
| | (76-90) : Baik | 37 | 74 % |
| | (61-75) : Cukup | 0 | 0 % |

³³ For the confidentiality and security of the document, student names and grades are not published

³⁴ Document of Bank Nilai Class II PP Darul Muttaqien Bogor Academic Year 2019-2020. In addition to *Tamrinul Lughab*, there are also evaluations of *Imla*, *Insha*, *Nahwu*, *Mahfuzhat*, *Sharaf*, and *Muthala'ah*.

| | | |
|------------------|---|-----|
| (51-60) : Sedang | 0 | 0 % |
| (0-50) : Kurang | 0 | 0 % |

The *Akhlak Mulya* Test is part of the observations of Arabic language teachers in applying non-test techniques. The aspects assessed are using eight indicators, namely: diligent in worship, responsibility for duties, honest in all things, obedient to, respect for educators, orderly in participating in teaching and learning activities, helping others in goodness, and protecting the environment. The score ranges from 0-100 with the criteria of Very Good (91-100), Good (76-90), Enough (61-75), Medium (51-60), and Poor (0-50).

From the table 2, it was found that the 26 % of students got Very Good criteria (91-100) and 74 % of students got Good criteria (76-90). This success is the result of the hard work and persistence of *Ma'had* from elements of Arabic and other language teachers, homeroom teachers, dormitory supervisors, and all those involved in Islamic Boarding School in guiding, supervising, educating, and training *santri* both in class and outside the classroom (dormitories, mosque, fields, canteen, laboratories, libraries, and other).

2. Penilaian Kepribadian/Personality Test

Table 3.

Personality Test Form

Mata Pelajaran : *Tamrinul Lughah*
 Kelas/Semester : II/I
 Tahun Pelajaran : 2019-2020

| No | Nama Siswa | Penilaian Kepribadian | | | | | | | | Jml | Nilai Jml/40 x100 | Kualifikasi |
|----|------------|-----------------------|---|---|---|---|---|---|---|-----|-------------------------|-------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | Dst | | | | | | | | | | | |
| | Rata-Rata | | | | | | | | | | | |

Keterangan Nilai:

1. Ulet/Tidak mudah menyerah
2. Disiplin
3. Berani bertanya dan berpendapat
4. Tidak mudah terpengaruh hal negatif
5. Kerjasama
6. Patuh terhadap aturan sosial
7. Mandiri
8. Kriteria lain

Pengisian Nilai Kualifikasi:

- 5 : Sangat Baik (91-100) : Sangat Baik
 4 : Baik (76-90) : Baik
 3 : Cukup (61-75) :
 2 : Sedang (51-60) : Sedang
 1 : Kurang (0-50) : Kurang

Table 4.The Results of *Kepribadian Test* for Class II Students in *Tamrinul Lughab* Subject³⁵

| Aspek Penilaian | Kualifikasi | Jumlah | Persentase |
|--------------------|------------------------|--------|------------|
| Kepribadian | (91-100) : Sangat Baik | 17 | 34 % |
| | (76-90) : Baik | 33 | 66 % |
| | (61-75) : Cukup | 0 | 0 % |
| | (51-60) : Sedang | 0 | 0 % |
| | (0-50) : Kurang | 0 | 0 % |

Personality Test is part of the Observation of Arabic language teachers in applying non-test techniques. The aspects assessed are using eight indicators, namely: tenacious/not easy to give up, disciplined, daring to ask questions and opinions, not easily influenced by negative things, cooperative, obedient to social rules, independent, and confident. The score ranges from 0-100 with the criteria of Very Good (91-100), Good (76-90), Fair (61-75), Medium (51-60), and Poor (0-50).

From the table 2, it was found that the 34 % of students got Very Good criteria (91-100) and 66 % of students got Good criteria (76-90). This success is the result of the hard work and persistence of the Pesantren administrators from elements of Arabic and other language teachers, homeroom teachers, dormitory supervisors, and all those involved in the boarding school in guiding, supervising, educating, and training the students both in class and outside the classroom (dormitory, mosque, field, canteen, laboratory, library, and other *Pesantren* environment).

3. *Tes Tulis dan Lisan/Oral and Written Test*

Table 5.

Oral and Written Test Form

Mata Pelajaran : *Tamrinul Lughab*

Kelas/Semester : VIII A/I

Tahun Pelajaran : 2019-2020

| No | Nama Siswa | Ujian Tulis | | | Nilai Rapor | |
|----|------------|-------------|-----|-----|-------------|---------|
| | | Form | UTS | UAS | Lisan | Tulisan |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | Dst | | | | | |

³⁵ Document of Bank Nilai Class II PP Darul Muttaqien Bogor Academic Year 2019-2020

Rata-Rata

Kualifikasi:

- (80-100) : Sangat Baik
- (70-79) : Baik
- (60-69) : Cukup
- (50-59) : Kurang

Table 6.

The Results of Oral Test for Class II Students in *Tamrinul Lughab* Subject³⁶

| No | Mata Pelajaran | Nilai Raport | Jumlah | Persentase |
|----|------------------------|----------------------|--------|------------|
| 1 | <i>Tamrinul Lughab</i> | 80-100 (Sangat Baik) | 32 | 64 % |
| | | 70-79 (Baik) | 18 | 36 % |
| | | 60-69 (Cukup) | 0 | 0 % |
| | | 50-59 (Kurang) | 0 | 0 % |

Besides non-test techniques, the *Ma'had* also applies test techniques. The tests used include an oral test and a written test³⁷. The oral test is used to find out how far the students' competence in Arabic language skills and knowledge is in oral form. The score ranges from 0-100 with the criteria of Very Good (80-100), Good (70-79), Fair (60-69), and Poor (50-59).

From the table 6, it was found that the 64 % of students got Very Good criteria (80-100) and 36 % of students got Good criteria (70-79). This success was due to several things, including the very intensive and long duration of study time; starting at 05.00 s.d. 21.00 both in dormitories, classrooms, mosques, and the field³⁸ and factors of habituation and necessity in using Arabic as long as students are in class or in madrasah and Islamic boarding schools, in addition to student discipline in the use of Arabic orally, both with teachers/ustadh as well as with friends.

This is proven by obtaining a real picture that TMI students at *Pesanren* have been active in spoken Arabic, especially with their friends, both in class, outside the classroom and in the environment. So it can be stated here that in general students/*santri* already have basic skills in Arabic and are declared successful with very good predicates so that it is hoped that these *santri* can actualize their abilities in everyday life and make it a means to earn income for their livelihoods in future.

³⁶ Document of Bank Nilai Class II PP Darul Muttaqien Bogor Academic Year 2019-2020

³⁷ Focus Group Discussion with senior teachers (Dewi Primadona, SS, Moh. Abdul Fathir, S.PdI, Ahmad Hidayat, Lc, and Eko Prastyo, S. Pd.I) of Arabic language subjects (*Imla, Insha, Nabwu, Mahfuzhat, Sbaraf, Muthala'ah, and Tamrinul Lughab*) on October 16, 2019.

³⁸ Interview with Abdullah H. (Principal), and on 15 December 2019

Oral exams are held in order to foster confidence and maturity in mastering the subject matter. Not all lessons are tested orally. The oral exam only covers three study groups, namely Arabic, English and the Koran. Arabic language material consists of lessons *Muthola'ab* (reading), *Mahfudzat* (memorization), *Nahwu, Sharf, and Balaghah*. While the material tested in the *Al-Quran* group includes recitations (recitations), memorization (*Juz Amma*, remembrance and prayer), *Tajweed* lessons and *Fiqh*. During the oral exam, the classrooms were transformed into a place for interviews. One student is faced with 3-4 examiners from the teachers and 6th grade. Every morning, the examiners from the sixth grade are required to prepare a room. As clean and beautiful as possible. They also have to make *i'dat* or preparation of exam materials containing a series of questions to be asked to the students. Every day, at least 10 students are tested in one room. The exam was held from morning to noon. The students stand by in front of the class while repeating the lesson. They prepared themselves desperately in order to be able to answer any questions that might come out of the mouths of the examiners. Some made a question and answer simulation with their friends, some tried to dig up information from people who had just come out of the exam room. For the last trick, it doesn't always work, because the examiner has a lot of stock questions, so that between student A and student B, it's not necessarily the same question from the testing team. The length of the duration per student is very dependent on the examiner and the person being tested. Usually, the more precise the answers given, the more questions that come out of the examiner's mouth. That means the *santri* is being tested for the limits of his intelligence, until he feels that he is not as smart as imagined. This method is applied to control the ego of the *santri* so that it does not become a full glass that is difficult to fill with knowledge because they feel they are smart.

The selection of this type of test is for several reasons, including³⁹: (1) Can find out directly the ability of students to express opinions. (2) There is no need to compile the questions in a disorganized manner, but it is enough to only record the main points of the problem. (3) The possibility of students guessing and speculating can be avoided. (4) It can be used to assess the personality and ability of students to master knowledge, because it is done face to face. (5) Appropriate for measuring certain skills, such as the ability to read, memorize by students. (6) Educators can directly know the test results instantly. Although in practice this test has weaknesses, namely: (1) If the relationship between the tester and those being tested is not good, it can interfere with the objectivity of the test results. (2) The emotional state of students is greatly influenced by the personal presence of the educator in front of them. (3) The nervous nature of those being tested can interfere with the fluency of the answers given. (4) It takes a long time to implement so it is not economical. (5) The freedom of

³⁹ Interview with Ust. Mansyur (Vice Principal), on 15 December 2019.

students in answering questions is reduced. And to overcome these weaknesses, ustadz should be obliged to prepare several things, including: (1) Many questions and classify them according to the order of the subject matter, the level of difficulty of the questions. (2) Each student is given the same time, the number of questions is the same, the level of difficulty is the same. (3) Prepare an assessment sheet that includes the aspects asked and the level of difficulty of the questions. (4) Using the norms or standards of assessment that take into account the guess factor that is speculative.

On the other hand, the average value reflects a positive attitude and love for spoken Arabic. This also shows the encouragement and enthusiasm for learning Arabic on the basis of the commands and beliefs of Islamic teachings that are sourced from the *Qur'an* and *Hadith* in Arabic. So students learn Arabic not because of purely worldly motivations, but what is stronger is religious motivation which is the goal and purpose of life, namely achieving happiness in life in this world and in the hereafter.

Table 7.

The Results of Written Test for Class II Students in *Tamrinul Lughab* Subject⁴⁰

| No | Mata Pelajaran | Nilai Raport | Jumlah | Persentase |
|----|------------------------|----------------------|--------|------------|
| 1 | <i>Tamrinul Lughab</i> | 80-100 (Sangat Baik) | 24 | 48 % |
| | | 70-79 (Baik) | 26 | 52 % |
| | | 60-69 (Cukup) | 0 | 0 % |
| | | 50-59 (Kurang) | 0 | 0 % |

Meanwhile, the written test TMI of this *Ma'had* is fully implemented with essay questions⁴¹ that require a student to express the learning outcomes stored in his head in written form on answer sheets. The implementation of such an exam requires a student to master the subject matter completely. Because the completeness of the answer, the suitability of letters and even Arabic script *harokat* can affect the value. The score ranges from 0-100 with the criteria of Very Good (80-100), Good (70-79), Fair (60-69), and Poor (50-59).

From the table 7, it was found that the 48 % of students got Very Good criteria (80-100) and 52 % of students got Good criteria (70-79). This success was because of the system created and conditioned by the pesantren is indeed extraordinary. If you visit the pesantren a month before the semester exams, then you will see how the conditions created by the cottage, so that the students

⁴⁰ Document of Bank Nilai Class II PP Darul Muttaqien Bogor Academic Year 2019-2020

⁴¹ Thus, TMI Darul Muttaqien Bogor will never be familiar with the written test technique of the objective type, for example multiple choice questions. With this system, the test scores are expected to be 100% original results from the students learning process.

are really prepared to deal with it. Exactly a month before the exam, it will be written in front of the TMI office a warning that reads “*Saya'ti al-Imtihan ba'da Tsalatsina Yauman*” will come the exam after 30 days, then All the eyes of the students were on the writing. The writing can hypnotize the students and make them carry books everywhere, they use all their time to read books and no time is wasted. They read books while walking to the kitchen, even when waiting in line in the bathroom, books do not escape their hands. The *Pesantren* teaches “*خير الجليس في الزمان الكتاب*”⁴². The best sitting companion of all time is a book⁴².

The written test is carried out simultaneously. This is the most stringent test ever that eliminates cheating. The classes changed formation. The table is arranged upside down: the drawer is facing forward, so there is no room for the students to hide something in the drawer. Each room is supervised by five supervisors, consisting of teachers and sixth grade students. They went around observing the movements of the students during the exam. The position of the students is also arranged in such a way, so that each examinee does not sit close to his classmates. The people sitting on the right and left, in front and behind them, came from different classes. One room is filled with 20-30 students from several different classes. Before entering the room, all books and notes must be placed outside. Only stationery may enter the room. If there are students who are caught cheating, they are immediately returned to their parents for one year, aka suspended! So it's useless to cheat, because the risk is repeating the class the following year. Every day, there are three subjects tested with a duration of 90 minutes for each lesson. The exam in the cottage does not recognize multiple choice so the button count strategy does not apply here. All questions must be answered in the form of an essay. Questions are made by one of the teachers whose appointments are carried out in secret. Each student received a question sheet and an answer sheet in the form of plain opaque paper the size of HVS. At the top end of the answer paper, there is a small piece of paper containing the student ID number and the exam number. If you want to add an answer paper, just raise your hand, you can ask as much as you like. Some lessons do require a long exposure so that one sheet is not enough to accommodate the answers. The committee also provided paper glue which was made in bulk from starch. Students are not allowed to include their names on the answer sheet. After the answers are collected, the officer will give a number on the answer sheet and a small sheet containing the identity. The examiner teacher would only accept the answer sheet, so he didn't know the owner at all. This is implemented to avoid collusion and nepotism between teachers and students. Can you imagine how hard the teachers work in checking the answer sheets, because there are no questions whose answers are only A, B, C or D.

⁴² Prayitno, ‘Teman Duduk Terbaik adalah Buku’, *PT Gontor Media Jaya*, June 2017, 02 edition.

Thus the advantages of the Written Test (Subjective Test) are⁴³: 1) The preparation of the questions is easy to prepare and arrange, 2) Does not provide many opportunities for speculating or chance (guessing the answer), 3) Encouraging students to dare to express opinions and arrange in good sentence form. , 4) Provide opportunities for students to express their intentions in their own language style and way, and 5) It can be seen to what extent students explore a problem.

KH. Dr. Ahmad Sastra, MM⁴⁴, quoting the advice of KH. Hasan Abdullah Sahal and the late KH. Imam Badri, stated that “We study not for exams but exams for studying”. “If you study and then you can't answer the exam then you are not sinful, but if you don't study but you pass the exam, you are a sinner”. There are no multiple choice exam questions at the Ma'had, they are all essays, so if students if he doesn't study, he will not be able to answer the exam questions. When night comes, not a few students do *sahiru layali* (stay up late) or *Djisamsu* (*Jihad until Shubuh*) according to the terms of some of the students, there are also those who sleep according to schedule and then wake up late the night then continued with *tahajjud*. The *Kyai* advise that in facing the test, do not rely solely on human endeavors, but involve Allah Swt. through prayer and prayer.

Test at the Ma'had cannot be handled playfully and casually, everything must be faced with sincerity, and all of these are the result of the mahfuzat lessons that are instilled in the students, one of which reads⁴⁵:

من طلب العلى من غير كد أضع العمر في طلب المحال

“Whoever seeks glory without seriousness, then he has wasted his life in seeking the impossible”.

In his advice, KH. Mad Rodja Sukarta⁴⁶, often quotes the expression of KH. Abdullah Syukri Zarkasy to encourage his students with the phrase “*No Time for Ececk Ecek*” which means that there is no time to relax in this *Pesantren*, therefore if you visit this *Pesantren* then you will not get students who walk leisurely. The Ma'had teaches its students “One life is meaningful”, in this Islamic boarding school students are forbidden to have free time, because empty

⁴³ Focus Group Discussions with Ust. Masyur (Vice Principal) and with senior teachers (Dewi Primadona, SS, Moh. Abdul Fathir, S.PdI, Ahmad Hidayat, Lc, and Eko Prastyo, S. PdI) of Arabic language subjects (*Imla, Insha, Nahwu, Mahfuzhat, Sharaf, Muthala'ab, and Tamrin al-Lughah*) on December 20, 2019.

⁴⁴ Interview with KH. Dr. Ahmad Sastra, MM (Director of Pesantren), on 18 December 2019.

⁴⁵ Interview with Ust. Imam B. (Head of Women's Care) and Ust. Ihya Ulumuddin (Secretary of the Head of Men's and Women's Care), on 18 Nopember 2019.

⁴⁶ Interview with KH. Dr. Ahmad Sastra, MM (Director of Pesantren), on December 18 2019.

means broken, the more free time, the greater the chance to be corrupted. Rest is in a change of activity, which is known in the Arabic term “*Arrabatu fi Tabadulil ‘Amal*”, therefore activities at this cottage never stop within 24 hours, the kyai call it with the phrase “*al-Ma’hadu la Yanamu Abadan*”. *Pesantren* never sleeps.

The activities of the students in this *pesantren* begin with getting up at dawn to prepare for the dawn prayer, after that they read the Koran, so from the corners of the dormitory sounds like the sound of bees, because it is lively with the students' recitations. After the recitations, the *muharrrik lughah* (language mover) will come, they will bring a blackboard with two new vocabularies written on them and invite the students to recite them together, so that the whole dormitory will sound the enthusiasm of the students to memorize the vocabulary. After that, some of the students were getting ready to take a shower, some were exercising and some were having breakfast, and at exactly 07.00 in the morning they went to class, until 13.00, after the Zuhur prayer they had lunch and at exactly 14.00 in the afternoon they went back to class again. attend afternoon lessons until 15.00, after that they pray Asr, then exercise, some play basketball, football, badminton and so on. After maghrib prayer they read the *Qur’an* then have dinner, and after Isha they learn to repeat the lessons that have been learned until 22.00.

On Tuesdays and Fridays the students are invited to run in the morning around the villages around the *Pesantren*, and before running they practice *mubadathah* (conversation) in Arabic or English. On Thursday afternoon, the students practice Arabic speech, after that they take part in scouting activities and in the evening they practice speech in Indonesian, while the schedule for practicing English speech falls on Sunday night. Such is the dynamics of the life of the students at the Ma’had, they are all moving and no one is standing still, this is all because they believe that in movement there is blessing. Al-Quran teaches us “*Faidza Faraghta Fanshab*” if you finish doing an activity then do another activity, and the prophet Muhammad SAW reminds us “*That the action that is loved by Allah is the one that is finished and then he starts again*”. That's how the *Pesantren* teaches its students/*santri* to keep moving and moving, therefore the *Santri* after they leave will not become unemployed, even the *Kyai* encourages his students not only to work but to create jobs for other people

From the first grade students, the teaching instilled in the *Ma’had* is the teaching of self-confidence⁴⁷. You may speak the wrong language, but you don't have to lose confidence in using the language. You may be wrong in giving

⁴⁷ Focus Group Discussion with Dr. KH. Ahmad Sastra, MM (the Director), Ust. Wachidi, S. Pd (Head of Child Care), on December 18 2019, interview with Ust. Imam (Head of Women's Care), Ust. Ulumuddin (Secretary of the Head of Men's and Women's Care), on December 18, 2019.

speeches, but don't lose your confidence in doing *muhadborob*. You may say you can't play football, but don't lose your confidence when you're playing football. You can say you can't sell, but don't ever lose confidence to learn and practice selling, you can say: "I can't Scout", but don't lose the momentum that this is the soul of my scouting. At *Pesantren*, students are taught to say, I may never be able to do this and that, but I must not lose my confidence to learn and help. The environment of the *Pesantren* also shaped it. It is forbidden to laugh at students who are wrong in learning, authority is given to seniors, guarded, and cared for in a distinctive prestige. *Kyai* and *Ustadz* appear parlente, guarded. The students were asked to wear their entrance clothes, and their clothes were differentiated for praying, exercising, going to class, and sleeping so that they were accustomed to regular and planned conditions.

Table 8.

Analysis of Multiple Intelligences in the Evaluation of Class II *Tamrinul Lughab* Subject

| No | Test Technique | Variety | Developed Intelligence |
|----|----------------|--|---|
| 1 | Non Test | <i>Akhlak Mulya</i> Test | Spiritual, Interpersonal, Intrapersonal |
| | | <i>Kepribadian</i> Test | Intrapersonal, Interpersonal |
| 2 | Test | Written Test (Formative Test, Summative Middle Test, and Summative Final Test) | Linguistic |
| | | Oral Test (Formative Test, Summative Middle Test, and Summative Final Test) | Linguistic, Intrapersonal |

From the table 8, it was found that *Pesantren* in carrying out the evaluation of Arabic learning had used various techniques and tests. The variety of tests shows that *Santri* are able to develop various multi-intelligences.

Conclusion

In applying the evaluation of Arabic language learning, Islamic Boarding School Darul Muttaqien Bogor West Java have applied the non-test and test techniques. While the variety of tests includes *Akhlak Mulya* Test, *Kepribadian* Test, Formative Test, Summative Middle Test, and Summative Final Test both written and oral. The variety of tests has proven to be able to develop *santri's* multi-intelligence, including linguistic intelligence, spiritual intelligence,

interpersonal intelligence, and intrapersonal intelligence. So, the evaluation of learning Arabic based on multiple intelligences is very effective in improving student achievement. This research is expected to be able to contribute in developing an evaluation theory of Arabic learning and implemented in teaching and learning activities both in Islamic boarding schools and other educational institutions. This research is also expected to be able to motivate teachers to implement creative-innovative evaluations, as well as encourage researchers and observers of Arabic learning to conduct further research related to the application of multiple intelligences in Arabic learning and all related aspects.

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