The Evaluation of Arabic Learning based on
Multiple Intelligences Classroom

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Abstract: *Evaluation is an integral part of the curriculum component. Evaluation of language learning in general can provide an overview of student learning outcomes that have been done. The need for evaluation of Multiple Intelligences class-based learning evaluation techniques in order to expand the evaluation holistically according to the provisions of globalization. This study aims to analyze evaluation techniques based on Multiple Intelligences class at SD Plus Al-Kautsar Malang. This research using a qualitative approach through case study methods with data techniques include observation, interviews and documentation. This research shows evaluation techniques that can be developed in multiple intelligence classroom through several various techniques; portofolio services, personal expenses, projects. The research findings show that authority in authentic evaluation based on Multiple Intelligence classroom management can provide a concrete picture of students from the language skills system.*

A. INTRODUCTION

Learning evaluation is one of the main components in the curriculum. To measure the learning achievement process, a relevant evaluation is needed to measure the skills achieved. In fact, the evaluation model used by teachers is still

monotonous.[1] As is the limitation of teachers due to their minimal skills.[2] Likewise, the assessment in answering questions in writing is more dominant in the evaluation process.

The monotonous assessment design is due to the teacher's competency and capacity not being innovative in designing the evaluation itself.[3] The lack of training and increasing competence has an impact on the evaluation process that has not progressed.[4] In essence, the evaluation process should describe student learning outcomes that are relevant to the desired learning goals.

The evaluation referred to in the curriculum is related to the recommended evaluation approach or model. As seen from the following chart.
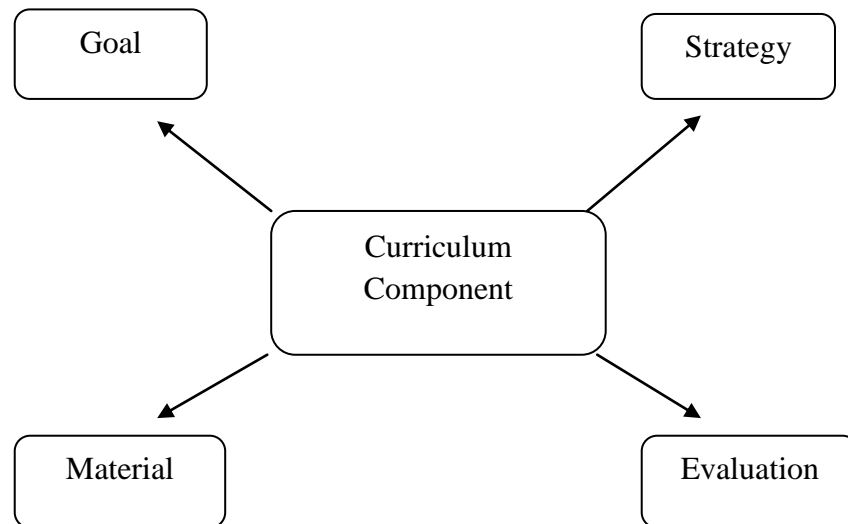

Figure 1. Curriculum components

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[1] Ainin, *Pengembangan Kurikulum Dalam Pembelajaran Bahasa Arab*, 1st ed. (Malang: Lisan Arabi, 2020).

[2] Suci Ramadhanti Febriani and Anasruddin Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 1 (2020): 1–11, https://doi.org/10.15575/jpba.v4i1.8221.

[3] Suci Ramadhanti Febriani, Wildana Wargadinata, and Faisal Mahmoud Adam, "Design of Arabic Learning for Senior High School in the 21 St Century" 12, no. 1 (2020): 1–21, https://doi.org/10.24042/albayan.v12i1.5886.

[4] Janniarni Toha Safutri, Suci Ramadhanti Febriani, and Danial Hilmi, "Improvement Of Arabic Language Tearcher Competency Based On Multiple Intelligences," *Lughawiyyah* 2, no. 1 (2020).

Based on Figure 1, evaluation is the main part in the elements. As it is known that the elements or types of learning outcomes that are evaluated are not limited to cognitive aspects, but psychomotor and affective aspects. These three terms are well known in Bloom's taxonomy, because Bloom suggested the division.[5] The cognitive realm is related to factual knowledge in addition to rote or memorized knowledge such as formulas, limitations, definitions, terms, articles in laws, names of characters, etc. in the context of language learning, the cognitive domain emphasizes physical action skills or skills.[6] In the context of language learning, the cognitive domain is in line with language skills; listening, speaking, reading, writing.

Meanwhile, the affective realm is related to the psychological attitudes of students towards the learning system, for example regarding learning feelings, attitudes, behavior or about planting values.[7] Explicitly, the assessment currently being developed is an authentic assessment. As this assessment connects three balanced assessment domains. In theory, authentic assessment uses a variety of scoring systems, for example tests, portofolios, journals, observations performance etc.[8] Assessment is also not only carried out by teachers, but assessments from peers or self-assessments. Intelliegences.[9] Multiple Intelligence-based classroom management also pays attention to students' interest in the learning process.[10]

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[5] Nahla Aljojo et al., "The Design and Implementation of an Arabic Pronunciation Application for Early Childhood," *Journal of Technology and Science Education* 9, no. 2 (2019): 136–52, https://doi.org/10.3926/jotse.486.

[6] Afendi Hamat and Haslinda Abu Hassan, "Use of Social Media for Informal Language Learning by Malaysian University Students," *3L: Language, Linguistics, Literature* 25, no. 4 (2019): 68–83, https://doi.org/10.17576/3L-2019-2504-05.

[7] Nugroho, *HOTS (Kemampuan Berpikir Tingkat Tinggi: Konsep, Pembelajaran, Penilaian, Dan Soal-Soal)* (Jakarta: Gramedia, 2018).

[8] Ainin, *Pengembangan Kurikulum Dalam Pembelajaran Bahasa Arab*.

[9] William W. Baber, "Cognitive Change among Foreign Managers in Japan's IT Sector," *The IAFOR Academic Review* 1, no. 1 (2015): 39–47.

[10] Marine Milad, "Incorporating Brain Colour into the Multiple Intelligences to Create a Blended Learning Context: Homogeneous and Heterogeneous Groups," *IAFOR Journal of Language Learning* 4, no. 1 (2019): 41–55, https://doi.org/10.22492/ijll.4.1.03.

Authentic assessment is also described as an assessment of student development, because it focuses on their developing ability to learn about the subject.[11] This assessment must also be able to describe what attitudes, skills and knowledge students already have or don't have, how they apply learning acquisition. On that basis, teachers can identify what material is appropriate to continue or hold remedial and enrichment activities.

In fact, evaluation techniques have undergone rapid development. As the development of authentic assessment is increasingly rapid. Currently, the use of authentic assessment is very much in accordance with the times.[12] The authentic assessment process also provides an opportunity for teachers to see student development holistically.[13]

Authentic assessment does not only emphasize cognitive aspects, but a good balance between affective and psychomotor.[14] For that, the thing that needs to be considered in the evaluation is to pay attention to the needs of student learning outcomes[15], so that the assessment process can be carried out on target.

With regard to the selection of assessment activities, several things that need to be considered by teachers are the preparation of test kits, planning for assessment and processing of assessment results.[16] As authentic assessment has a strong relevance to the scientific approach and is in accordance with the demands of the 2019 curriculum. Authentic assessment has also been formulated

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[11] Ane Ortega et al., "Linguistic Identity among New Speakers of Basque," *International Journal of the Sociology of Language* 2015, no. 231 (2015): 85–105, https://doi.org/10.1515/ijsl-2014-0033.

[12] Chesla Ann Lenkaitis, "Technology as a Mediating Tool: Videoconferencing, L2 Learning, and Learner Autonomy," *Computer Assisted Language Learning* 0, no. 0 (2019): 1–27, https://doi.org/10.1080/09588221.2019.1572018.

[13] Adnan et al., "Teacher Competence in Authentic and Integrative Assessment in Indonesian Language Learning," *International Journal of Instruction* 12, no. 1 (2019): 701–16, https://doi.org/10.29333/iji.2019.12145a.

[14] Nurjannah Nurjannah, "Analisa Kebutuhan Sebagai Konsep Dasar Dalam Pengembangan Kurikulum Bahasa Arab Di MAN Curup," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (2018): 49, https://doi.org/10.29240/jba.v2i1.409.

[15] Fujuan Tan et al., "International ESL Graduate Student Perceptions of Online Learning in the Context of Second Language Acquisition and Culturally Responsive Facilitation," *Adult Learning* 21, no. 1–2 (2010): 9–14, https://doi.org/10.1177/104515951002100102.

[16] Abdul Majid, *Implementasi Kurikulum 2013 Kajian Teoretis Dan Praktis* (Bandung: Interes Media, 2014).

in Permendiknas Number 20 of 2007 concerning educational assessment.[17] In the ministerial regulation, it is determined that the assessment can be categorized into written tests, oral tests, practice, performance, observation and assignments. On that basis, this assessment also reflects actual learning outcomes, can use various methods. [18]

As the innovation made at SD Plus Al-Kautsar which has used an authentic assessment system and is integrated with the Multiple Intelligence class management system. This shows that the teacher uses a varied learning evaluation system. Contextually, the Multiple Intelligence class management-based class program has been widely adopted in developed countries.[19] This shows the development of better student learning.

As previous research has revealed about the Multiple Intelligence class-based language learning process with the findings that the language environmentis very supportive of students' skills based on their intelligence.[20] In addition, research on learning innovations using multiple intelligence systems has been applied by classifying students based on their dominant intelligence as more effective.[21] There is a relationship between student personality and the learning model used in classroom management based on Multiple Intelliegences.[22] Multiple Intelligence-based classroom management also pays attention to students' interest in the learning process.[23]

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[17] Majid.

[18] Jen Scott Curwood, Jayne C. Lammers, and Alecia Marie Magnifico, "From Research to Practice: Writing, Technology, and English Teacher Education," *Advances in Research on Teaching* 27 (2017): 121–41, https://doi.org/10.1108/S1479-368720170000027007.

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[20] Arifka Mahmudi et al., "CLASSROOM MANAGEMENT AND ARABIC LEARNING PROCESS BASED ON MULTIPLE Arabiyât" 6, no. 2 (2019): 222–37.

[21] Huong May Truong, "Integrating Learning Styles and Adaptive E-Learning System: Current Developments, Problems and Opportunities," *Computers in Human Behavior* 55 (2016): 1185–93, https://doi.org/10.1016/j.chb.2015.02.014.

[22] William W. Baber, "Cognitive Change among Foreign Managers in Japan's IT Sector," *The IAFOR Academic Review* 1, no. 1 (2015): 39–47.

[23] Marine Milad, "Incorporating Brain Colour into the Multiple Intelligences to Create a Blended Learning Context: Homogeneous and Heterogeneous Groups," *IAFOR Journal of Language Learning* 4, no. 1 (2019): 41–55, https://doi.org/10.22492/ijll.4.1.03.

In addition, a review of the relationship between multiple intelligence-based classroom management is able to produce a positive relationship between teachers and students in the context of learning interactions.[24] Approaches in reading evaluation[25], analysis of Arabic language item at the college level.[26] For this reason, a fundamental study related to further research is needed to analyze the form of evaluation used by teachers in language learning using a Multiple Intelligence-based classroom management system at SD Plus Al-Kautsar Malang.

B. METHODS

This study uses a qualitative research design as an effort to see the phenomena that occur in the field.[27] The research method used is a case study at SD Plus Al-Kautsar Malang, East Java. This research lasted for two months, from May to July, when the school held a learning evaluation process.

Data collection was obtained through semi-structured interview techniques, observation and documentation. Researchers interviewed school principals, curriculum representatives, language teachers to find out the learning evaluation process that is relevant to the topic of discussion so that data can be generated about the integration of language learning evaluation based on Multiple Intelligences class management. In addition, interviews were conducted with students as one of the samples using the rundown technique to determine student responses to the evaluation technique developed by the teacher. Researchers also made observations and participated in ongoing evaluation activities. In addition, researchers took data through written documentation as an effort to determine the number of students, documentation of language learning evaluation activities.

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[24] V Amitha and Vijayalaxmi Ahm, "Multiple Intelligence Approach in the School Curriculum : A Review Article" 3, no. 3 (2017): 324–27.

[25] Naoual Nassiri, Abdelhak Lakhouaja, and Violetta Cavalli-Sforza, "Arabic Readability Assessment for Foreign Language Learners," *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)* 10859 LNCS (2018): 480–88, https://doi.org/10.1007/978-3-319-91947-8_49.

[26] Yogia Prihartini, Wahyudi Buska, and Nur Hasnah, "Analysis of Test Item on the Final Test Semester Exam on Arabic Subjects," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (2019): 71–92, https://doi.org/10.15408/a.v6i1.10926.

[27] Lexy J Moleong, *Metodologi Peneleitian Kualitatif* (Rosdakarya Offset, 2007).
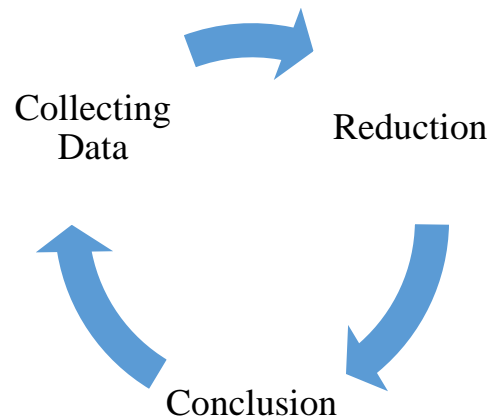
Figure 2. Procedures for Analysis Technique

The data analysis technique used based on Figure 2 is through triangulation of data at the source. This is done in three systematic steps; namely data collection, data reduction and conclusion (Yin, 2003). In addition, researchers also triangulated through data sources, namely adjusting data through interviews, observation and documentation. The process of validating the validity of the data was through discussions by Arabic language learning experts and peers and language teachers at SD Plus Al-Kautsar Malang.

C. RESULT AND DISCUSSION

SDIT Al-Kautsar is an Islamic school that designs classroom management based on multiple intelligences. Multiple intelligence is defined as multiple intelligence or multiple intelligence. Can be interpreted as a person's ability to solve a problem. Intelligence includes thinking power and cognitive development.

The concept of multiple intelligence has long been developed and implemented by educators in the Pelita Hidayah Foundation School. Starting from Kindergarten Plus Al-Kautsar, SD Plus Al-Kautsar and Junior Plus Al-Kautsar. Through the learning process with different strategies, the evaluation process carried out also has different strategies. Although in general, the evaluation system adopts authentic assessments that are in accordance with the 2019 curriculum. Through an authentic evaluation form, teachers can provide

assessments not only on the final results obtained by students. However, the assessment process has been carried out since the learning process began.

As the class set at Al-Kautsar Elementary School is divided into four heterogeneous classes. Each level has 4 classes with different categories; linguistic-interpersonal class, mathematics and intrapersonal logic class, music class-, kinesthetic class and naturalist class. Through defined class differences, the average number of students is 20-25 people in one class. The application of the Multiple Intelligences-based class is only for grades 3 to 5. This is based on the fact that grades 1 and 2 are still adaptive to their environment, while grade 6 focuses on National Exam preparation exercises.

Through different strategies, teachers can design and implement multiple evaluation models. As the evaluation process can be carried out through the following steps. First, the teacher designs the evaluation to be carried out; both in terms of form and content that will be evaluated on students' language skills. Second, the implementation of evaluation needs attention; evaluation activities. Third, evaluate the evaluation process itself; whether there needs to be further enrichment or remedial on student learning outcomes. Based on these steps, the evaluation is expected to be able to describe the competencies and skills of students after learning Arabic.

Several forms of evaluation developed at SD Plus Al-Kautsar are as follows. First, portfolio assessment. This assessment is carried out through a collection of student works arranged in a systematic and organized manner which is carried out during the specified time limit. The portfolio assessment at Al-Kautsar Elementary School provides an overview of the overall development of students regarding the process and student achievement in learning Arabic.

In learning Arabic, portfolio assessment can provide assignments for students to work related to teaching material. For example, in writing skills and understanding the rules of language structure, students are given to make mind maps with interesting shapes and colors. Through the assignment of each theme that has been studied, students will later have a personal portfolio of the material. As the form of a student portfolio can be described as follows.

Figure 3. Portfolio technique

The portfolio development technique is based on Figure 3 through the following steps; the teacher explains to students about the concept of the portfolio that contains their work; the teacher provides a sample portfolio in the form of a mind mapping on the teaching material that has been obtained; the teacher collects the work and evaluates it according to the creativity of the students in developing mind mapping; after the work is assessed and if it is not satisfactory, students can improve it.

As the portfolio is developed in all classes. Despite the differences in learning strategies, the portfolio assessment form is applied continuously until the end of the semester. As the teacher's guide in implementing portfolio assessment can be seen as follows.

Table 1. Portfolio Score

No	Criteria	Score	Descriptive
1	Clean the mind mapping		Clean = 3 Good = 2 Dirty = 1
2	Picture neatness		Neat = 3 Good = 2 Not neat = 1
3	Fulfills the requirements for		Fulfilled =3 Less fulfilled =2

	teaching materials Requirements		Not fulfilled = 1
4	The components of teaching materials		Fulfilled =3 Less fulfilled =2 Less fulfilled =1
	Total		Maximum Score = 12

Score = Score obtained X 100

                    12

Through this assessment technique, the teacher can give the right score according to the students' work. When the students' work consists of several teaching material themes; then the teacher accumulates the number of scores obtained as in the example of following table.

Table 2. Scoring Accumulation

Number	Name	Portofolio			Total Value	Score
		1	2	3		
1						
2						
3						

Information:

1 = Mind mapping task theme 1

2 = Mind mapping task theme 2

3 = Mind mapping task theme 3

The process of creating a portfolio can be done in groups, but assignments can still be done individually. As the following picture shows the implementation of the evaluation in the form of portfolios formed in groups. This aims to train students' sensitivity to their environment. For example, helping to

play a role in the difficulties faced by friends. With that, students get the opportunity to collaborate indirectly. Through collaboration, the demands of students in the 21st century are expected to be met through interactions in the Arabic learning evaluation system.[28]

Figure 4. Portofolio Evaluation Implementation

Second, project assessment. As a class that applies a unique learning system, namely musical intelligence, the assessment process is taken through song creation. This is intended to complete student project assignments in the form of creativity in foreign language sentence structures through song intermediaries. This project will provide students with creative experiences[29].

Even though the teacher exemplifies the first song, for example discussing "family", students can change vocabulary related to their families. For example, changes in the name, address, profession and number of families. Through this change, students have understood the material provided by the teacher. As a form of assessment, the teacher can correct the truth of student song creation based on their personal biodata. As one of the learning activities with songs can be seen in the following picture.

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[28] Ie May Freeman, D Ed, and E Alosta Ave, "Life Skills for 21 St Century Learners" 3, no. 10 (2016): 49–52.

[29] Hani Diana Sipayung, Ridwan Abdullah Sani, and Wawan Bunawan, "Collaborative Inquiry For 4C Skills" 200, no. Aisteel (2018): 440–45, https://doi.org/10.2991/aisteel-18.2018.95.

Figure 5. Implementation of Evaluation

Figure 6. Implementation of Evaluation Process

Through figure 5 and 6, the assessment process for the cognitive aspects of students is in the form of song creation; while the psychomotor assessment of how students express words, sentences that are arranged properly and correctly. Students can change the structure of Arabic sentences using the situations and conditions they have. Each theme that is studied has a different song instrument. This avoids student boredom so that later they can increase their creativity in composing the song.

As a form of assessment, the process of creating this song attracts other students to move their limbs during the singing process. As this is in accordance with the tendency of students' intelligence in music.[30] This music class

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[30] Howard Gardner, *Multiple Intelligences, Kecerdasan Majemuk Teori Dan Praktek* (Batam: Interaksara, 2003).

implements a learning system that adopts songs and is accompanied by rhythmic instruments to encourage student enthusiasm in participating in learning.

Third, Self-Assessment. Self-assessment was developed as a form of attitude assessment, Al-Kautsar Elementary School implements self-assessment evaluation. Students can fill in a list of statements made by the teacher about learning Arabic. Several aspects were developed in the questionnaire. Students are tasked with answering questions by providing checklists related to interest, enthusiasm, and even aspects of attitude during the Arabic learning process such as discipline, neatness and seriousness in learning.

Through the self-assessment process, teachers can see facts in the field with the assessments they make. As one form of self-assessment that has been developed, it can be seen in the following column.

Table 3. Indicator of self-assessment

Indicator	Statement
Studying Arabic	I love studying Arabic
Doing Arabic assignments	I rarely ask the teacher when learning Arabic
Doing Assignments	I hate Arabic assignments
Own Arabic books and dictionaries	All students need to have Arabic books and dictionaries

Table 4. Self Assessment

No	Statement	4	3	2	1
1	Useful Arabic lessons				
2	Easy Arabic lessons				
3	Everyone should learn Arabic language				
4	Learning Arabic online is fun				

Through the self-assessment process, students' attitudes can be seen in a concrete way how their tendencies are in learning Arabic. The self-assessment process applies to the entire class. This is the domain of attitude assessment which is part of authentic assessment as well as the implementation of the 2019 curriculum.

Based on several forms of evaluation that are applied, teachers need to understand the needs and objectives of the correct evaluation. It aims to measure student competence both in terms of cognitive, affective and psychomotor. With this, evaluation is useful on an ongoing basis to determine student achievement in learning Arabic. This is consistent with the statement that assessment is not only seen at the end of the lesson; but the assessment process has been carried out starting from the learning process itself.[31] So that the assessment given by the teacher is truly authentic and valid.

In general, the application of the learning evaluation system at SD Plus Al-Kautsar from the cognitive domain aspect, the teacher implements several evaluation programs. it can be described as follows. First, evaluate the daily values. This evaluation is carried out when the learning process in one chapter has been completed. Usually within 1 month, this evaluation process is carried out. Second, the worksheet scoring system. Worksheets are carried out after each lesson, usually the teacher gives light assignments and is done immediately on that day with a limited time allocation. When, the midterm assessment. After the 3 month learning process, the mid-semester assessment is carried out. Then the last one is the year-end assessment. The end of year assessment takes place at the end of the learning year.

In applying the affective and psychomotor assessment systems, Arabic teachers apply the authentic assessment system that has been described previously. This gives students the opportunity to process well in learning.

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[31] Annerose Keilmann, Barbara Friese, and Vanessa Hoffmann, "Receptive and Productive Speech and Language Abilities in Hearing-Impaired Children with German as a Second Language," *International Journal of Pediatric Otorhinolaryngology* 120, no. February (2019): 100–107, https://doi.org/10.1016/j.ijporl.2019.02.012.

Attitudes and skills domains are assessed through projects, self-assessments and portfolios. Through this, the assessment can be carried out clearly and according to the needs of the achievement of the evaluation of Arabic learning at Al-Kautsar Plus Elementary School.

D. CONCLUSIONS

One of the domains of the learning element is the evaluation process. Evaluation is useful to determine the extent of student achievement in terms of cognitive, affective and psychomotor students in learning teaching material. SD Plus Al-Kautsar implements Multiple Intelligences-based classroom management; thus affecting the learning process and its evaluation. The evaluation system applied is very diverse, consisting of portfolio assessments, project assessments and self-assessments. Through several forms of assessment that are applied, the teacher can provide continuous learning to provide enrichment or remedial. Even though learning is based on Multiple Intelligences, the evaluation process is also adapted to the learning strategy given. This can encourage strong imagination and good creativity in fostering student intelligence. The findings of this study are that multiple assessments can increase students' creativity to develop Arabic language skills. This study recommends further research to analyze the effectiveness of the evaluation system implemented in accordance with the 2019 Curriculum.

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