

THE ROLE OF THE ARABIC LANGUAGE IN ENHANCING INTELLECTUAL INTELLIGENCE OF STUDENTS AT UIN MAULANA MALIK IBRAHIM MALANG

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Abstract

Intellectual Intelligence is the thinking ability possessed by every individual where this intelligence can help a person to be able to adapt to the environment around them through thinking about various things through metacognitive processes. One area of knowledge that is predicted to have an influence on increasing intellectual intelligence is Arabic, where Arabic is the language of the Koran which is rich in vocabulary, language structure and beautiful language style. However, this has not been proven, especially for UIN Maulana Malik Ibrahim Malang students. For this reason, researchers want to conduct research on the role of Arabic in increasing the intellectual intelligence of students at UIN Maulana Malik Ibrahim Malang. The aim of this research is to determine the role of Arabic in increasing students' intellectual intelligence. The research method used is descriptive qualitative with data collection techniques through observation and documentation with primary data sources, namely UIN Maulana Malik Ibrahim Malang Postgraduate students, class F in 2023. The data collected was then analyzed in depth to determine the research results. The research results show that Arabic can play a role in improving students' intellectual intelligence through three aspects, namely dalil, mahfudzot, work, and learning outcomes. Propositions and mahfudzot include verses from the Koran, Hadith of the Prophet, and sayings of the Shafi'i Faith. Works in the form of Masrohiyyah and calligraphy. Meanwhile, student learning outcomes include cumulative achievement index (GPA), general knowledge scores, and competition achievements at the Arabian Peninsula Festival..

Keywords: Arabic, Intellectual Intelligence, Students, Postgraduate, Role, UIN Maulana Malik Ibrahim

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INTRODUCTION

Language serves as a vital communication tool among individuals, between individuals and groups, and among groups, whether in face-to-face interactions or

through online networks¹. There are numerous languages spoken worldwide, as indicated by data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), which reports approximately 6,700 languages used by the global population. Among these, Arabic stands out as an international language since 1973^{2,3}. Arabic is the official language used by 89% of the populations in Africa and Asia, and it is spoken by over 200 million Muslims, extending beyond the Arab people. Therefore, Arabic holds a strategic position in international languages, partly due to its role in supporting the understanding of Islamic teachings⁴. This significance contributes to the implementation of education in Islamic Higher Education Institutions, where Arabic is utilized as the language for transmitting knowledge, scientific discourse, academic language, and popular communication⁵. Students proficient in Arabic have the capability to enhance their communication skills effectively and express various ideas clearly, whether through the Arabic language itself or through studies conducted in Arabic. This proficiency is crucial for fostering a comprehensive understanding of the language and facilitating successful academic pursuits⁶.

Arabic is one of the tools used in the Quran, the holy book of Islam^{7,8}. Consequently, many Muslims study the Arabic language to enhance their understanding and knowledge of Islamic teachings, specifically to delve into various aspects of the religion and explore diverse topics in general. This is because Arabic is not only utilized in the Quran⁹, but also in hadiths, commentaries (tafsir), and various thoughts of other Islamic scholars, which contribute to broadening religious insights and general knowledge for application

¹ Noermanzah, 'Bahasa Sebagai Alat Komunikasi, Citra Pikiran, Dan Kepribadian', *Prosiding Seminar Nasional Bulan Bahasa (Semiba)*, 2019, 306–19.

² Abdul Kosim, 'Nama-Nama Pesantren Di Bandung Raya', *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2.1 (2021), 1–23 <<https://doi.org/10.52593/klm.02.1.01>>.

³ Daud Lintang, 'Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku', *Ta'limi | Journal of Arabic Education and Arabic Studies*, 2.1 (2023), 73–86.

⁴ Akhiril Pane, 'Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam Akhiril Pane', *Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam*, 2.1 (2018), 77–88.

⁵ Bulkisah, 'Pembelajaran Bahasa Arab Pada Perguruan Tinggi Agama Islam Di Indonesia', *Jurnal Ilmiah Didaktika*, 12.2 (2012), 308–18.

⁶ Darmawati Susilawati Muharram, Raodatul Jannah, 'Implementasi Metode Pembelajaran Bahasa Arab Yang Efektif Untuk Anak Usia Dini', *Educandum*, 9.1 (2023), 1–8.

⁷ Moh Aman, 'Bahasa Arab Dan Bahasa Al-Qur'an', *Jurnal Kajian Islam Dan Pendidikan Tadarus Tarbawy*, 3.1 (2021), 300–308 <<https://doi.org/10.31000/jkip.v3i1.4256>>.

⁸ Siti Aqila Maysarah Risna, Safriana, Abdullah, Nurul Ilmi, Wahdaniah Putri Rahmah, 'KEISTIMEWAAN BAHASA ARABSEBAGAI BAHASA AL QUR'AN', *Journal Of Arabic Studies*, 2.2 (2023), 1–14.

⁹ Luthfi Muhyiddin Yuangga Kurnia Yahya, Umi Mahmudah, 'De-Sakralisasidalam Pembelajaran Bahasa Arab Di Indonesia: Analisis Bahasa Sebagai Identitas Agama', *Jurnal Lingua Applicata*, 3.57–70 (2020).

in life¹⁰. Understanding the content within the Quran and hadiths is essential, as merely reading them is insufficient^{11, 12}. Therefore, ongoing studies on the Arabic language, particularly within institutions like PTKAI in Indonesia, persist to further enrich comprehension and utilization of Islamic teachings and general knowledge.

The proficient use of the Arabic language is often touted as a means to enhance intellectual intelligence. Intelligence is considered one of the gifts bestowed by Allah SWT upon every human, making it one of the distinguishing features of humans compared to other creatures^{13, 14}. With the intelligence possessed, individuals can continually sustain and improve the quality of their lives over time¹⁵. The concept of intelligence in Islam is found in Surah Al-Isra, verse 70, which indicates the extraordinary potential within each individual. Not stopping there, Howard Gardner argues that intelligence is the ability of an individual to solve or create something of value for a specific culture¹⁶. In a general sense, intelligence is a common ability that distinguishes the quality of one person from another. One of the intelligences possessed by humans is intellectual intelligence or cognitive intelligence. Cognitive intelligence is the ability of an individual to confront and adapt to various new situations quickly and effectively. According to psychologists, intellectual intelligence is one of the three aspects of human

¹⁰ Muhammad Zaky Sya'bani & Qois Azizah Bin Has, 'Relevansi Bahasa Arab Dalam Dakwah : Refleksi Atas Kedudukan Bahasa Arab Sebagai Bahasa Al-Quran (Tinjauan Literatur)', *Ath-Thariq ; Jurnal Dakwah Dan Komunikasi*, 7.1 (2023), 97–111.

¹¹ Melikai Jihan El-yunusi and Tutik Hamidah, 'Memahami Kandungan Al- Qur'an Menggunakan Metode Asbab Nuzul, Munasabah, Dan Siyaq', *IBTIDA' TV: Jurnal Prodi PGMI*, 7.2 (2022), 40–48.

¹² Ecep Ismail Muhammad Abdurrasyid Ridlo, Susanti Vera, 'Studi Tematik Hadis Tentang Keutamaan Membaca Al-Quran', in *Gunung Djati Conference Series*, 2022, pp. 93–103.

¹³ Arzi Shafaunnida, 'Kecerdasan Manusia Menurut Al- Qur ' an (Literatur Riview) Pendahuluan', 8.2 (2022).

¹⁴ Wiwik Dyah Aryani and others, 'Problem Terhadap Perkembangan Kecerdasan Dan Solusinya Perspektif Syariat Islam', *Jurnal Pendidikan Indonesia :Teori, Penelitian Dan Inovasi*, 2.4 (2022), 43–53.

¹⁵ Syarifah, 'Konsep Kecerdasan Majemuk Howard Gardner', *Jurnal Kajian Mutu Pendidikan*, 2.1 (2023), 31–42.

¹⁶ Mahatir Afandi Attamimi, Samad Umarella, 'Implementation of the Theory Multiple Intelligences in Improve Competence of Learners on the Subjects of Islamic Religious Education in Smp Negeri 14 Ambon', *Al-Itizam: Jurnal Pendidikan Agama Islam*, 4.1 (2019), 73 <<https://doi.org/10.33477/alt.v4i1.817>>.

intelligence¹⁷. Intellectual intelligence is defined as the ability to think and process various interconnected aspects of thinking, reasoning, and problem-solving^{18 19}.

The ability to reason, think, and solve problems is closely related to the understanding or knowledge possessed, so Arabic, as one of the international languages, is considered to play a role in enhancing an individual's intellectual abilities. However, the study regarding the role of the Arabic language in improving intellectual intelligence has not been deeply explored, especially in the Graduate Program Class F of UIN Maulana Malik Ibrahim Malang in 2023. This is evident from various research studies that solely focus on the Arabic language or intellectual intelligence without establishing a connection between the two. For instance, a study conducted by Nurfitri Yulianti Witrin and Gamayanti in 2021, which explored the enhancement of interest in learning the Arabic language through the application of singing methods in vocabulary learning during the Covid-19 pandemic²⁰. Additionally, research carried out by Akhdan Nur Said and Diana Rahmawati in 2018 examined the influence of intellectual intelligence, emotional intelligence, and spiritual intelligence on the ethical attitudes of accounting students through empirical studies at the State University of Yogyakarta, along with various other studies. These circumstances have motivated researchers to conduct a study on the "Role of the Arabic Language in Enhancing the Intellectual Intelligence of UIN Maulana Malik Ibrahim Malang Students." The aim of this research is to determine the role of the Arabic language in enhancing the intellectual intelligence of students, particularly those in the Graduate Program Class F of UIN Maulana Malik Ibrahim Malang in 2023.

RESEARCH METHODS

This research employs a qualitative approach with a descriptive method. Data collection techniques involve observation and documentation. The primary data source for this study is postgraduate students of UIN Maulana Malik Ibrahim Malang, class F, in the year 2023. Data analysis includes data reduction, data presentation, and drawing conclusions. Following the analysis, the data will be interpreted using an inductive thinking method, moving from specific to general frameworks.

RESULT AND DISCUSSION

¹⁷ Muhammad Syarif, 'Perkembangan Kecerdasan Intelektual, Emosional Dan Spiritual Anak', *Jurnal Pendidikan Dan Pengajaran*, 2.1 (2023), 31–42.

¹⁸ Diana Rahmawati Akhdan Nur Said, 'Aplikasi Strategi Dan Model Kecerdasan Spiritual (SQ) Rasulullah DiMasa Kini', *Spiritual Intelligence The Ultimate Intelligence*, VII.1 (2018), 21–32.

¹⁹ Ni Made Astri Septiarini and A .A.N. Eddy Supriyadinata Gorda, 'Kecerdasan Intelektual, Kecerdasan Emosional, Kecerdasan Spiritual, Budaya Organisasi Dan Kinerja Karyawan', *Jurnal Manajemen Dan Bisnis*, 15.4 (2018), 24–41.

²⁰ Nurfitri Yulianti Witrin dan Gamayanti, 'Meningkatkan Minat Belajar Bahasa Arab Dengan Penerapan Metode Bernyanyi Dalam Pembelajaran Kosakata Di Masa Pandemi Covid 19', *Proceedings UIN Sunan Gunung Djati Bandung*, 1.60 (2021), 32–43.

There are several aspects related to the role of the Arabic language in enhancing the intellectual intelligence of postgraduate students in Class F of the year 2023 at UIN Maulana Malik Ibrahim Malang. These include :

Evidence and Aphorisms

The Arabic language has the potential to enhance one's intellectual capabilities. This assertion is substantiated by the presence of evidence within the Quran.

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ (2)

Figure 1. QS. Yusuf, Verse 2

Figure 1 depicts Surah Yusuf, verse 2, which states, "Indeed, We have sent it down as an Arabic Qur'an that you might understand." The word "understand" in Surah Yusuf, verse 2, indicates the purpose and function of the descent of the Quran in the Arabic language for contemplation or reflection. In Arabic, it is expressed as "laallakum ta'qiluun," which means the Quran serves to educate those who read and study it, just as the Arabic language itself is the medium for this purpose.

كِتَابٌ فَصَّلَتْ آيَاتُهُ قُرْآنًا عَرَبِيًّا
لِقَوْمٍ يَعْلَمُونَ

Figure 2. QS. Fushshilat, Verse 3

Figure 2 illustrates Surah Fussilat verse 3, which states, "A Book whose verses have been detailed, an Arabic Qur'an for a people who know." The term "know" in Surah Fussilat verse 3 can also be interpreted as "a source of knowledge." With the Qur'an serving as a source of knowledge, Arabic becomes the medium as well.



Figure 3. Hadith on the importance of seeking knowledge.

Figure 3 illustrates that the Arabic language can enhance intellectual intelligence for those who study it. As stated in the hadith, it is evident that Allah will consistently provide ease for seekers of knowledge. Moreover, angels are commanded by Allah to safeguard it as a mark of respect for those pursuing knowledge.

من تبحر في النحو اهتدى إلى كل العلوم

Figure 4. Mahfudzot on the Importance of Learning Nahwu

Based on figure 4, that illustrates that besides being present in the Quran and Hadith, the role of the Arabic language in enhancing Arabic proficiency is also emphasized by the righteous predecessors through their wise words. Imam Shafi'i stated, "Whoever masters nahwu, is facilitated in understanding all knowledge." This implies based on ²¹ that nahwu can be referred to as the key to learning the Arabic language. Implicitly, Imam Shafi'i suggests that mastering the Arabic language will ease the acquisition of comprehensive knowledge. Based on all these evidences, ranging from the Quran and Hadith to mahfudzot, it is emphasized that the Arabic language can enhance intellectual capabilities for those who study it.

Work

Masrohiyah is one of the courses in the PBA (Arabic Language Education) program at UIN Malang. It takes the form of a performing arts showcase designed to enhance students' speaking skills while also fostering courage, creativity, and collaboration among them. This serves as evidence that learning Arabic can elevate intellectual capacities. The showcase encompasses various activities such as singing, poetry, drama, and other artistic performances, all conducted in the Arabic language.

²¹ Abdul Haris, 'Teaching Reading of Arabic Language in Indonesia: Reconstruction of the Contents and Scope of Nahwu Science', *Eurasian Journal of Applied Linguistics*, 8.2 (2022), 122–36 <<https://doi.org/10.32601/ejal.911547>>.

According to Al-Subhi (2022), students incorporate artistic elements like characterization, dialogue, and visuals to effectively convey messages to the audience²².



Figure 5. *Masrohyyah PBA, 2020*

Figure 5 illustrates that Arabic language arts performances play a crucial role in enhancing the intellectual intelligence of students. In these artistic performances, students not only refine their Arabic language skills but also cultivate intellectual abilities such as creativity, analysis, precision, and interpretation. This data establishes a strong connection with the researcher's objectives regarding the role of Arabic language proficiency in augmenting students' intellectual intelligence. Through the analysis of data from these Arabic language arts performances, researchers can comprehend how Arabic language proficiency shapes understanding and contributes to the enhancement of students' intellectual intelligence.

This indicates that intellectual intelligence is not only limited to linguistic aspects alone but also extends to cognitive abilities acquired through the practical experience of arts and culture. Abdelhadi et al. (2020), by understanding the outcomes of this Arabic language arts performance, researchers can observe how the use and application of language in cultural and artistic contexts can significantly contribute to the intellectual development of students²³. The Arabic language arts performance demonstrates that language usage in cultural practice not only enriches linguistic proficiency but also fosters broader intellectual intelligence among students. The exploration doesn't stop here; students can also engage in calligraphy. Calligraphy is the art of writing letters or characters through aesthetics and beauty, using specific styles to create beautiful and artistic written works. Islam et al (2022) states, while calligraphy is often associated with

²² Aisha Saadi Al-Subhi, 'Metadiscourse in Online Advertising: Exploring Linguistic and Visual Metadiscourse in Social Media Advertisements', *Journal of Pragmatics*, 187 (2022), 24–40 <<https://doi.org/10.1016/j.pragma.2021.10.027>>.

²³ Reem Abdelhadi and others, 'Creative Interactions with Art Works: An Engaging Approach to Arabic Language-and-Culture Learning', *Innovation in Language Learning and Teaching*, 14.3 (2020), 273–89 <<https://doi.org/10.1080/17501229.2019.1579219>>.

Arabic script, it can also refer to the art of writing beautifully in other languages and scripts²⁴.



Figure 6. Example of Calligraphy

Figure 6 shows that the Arab language art performance plays a significant role in enhancing students' intellectual intelligence. Since calligraphy requires high concentration and attention, students need to pay attention to every stroke, line, and curve as they create their calligraphy works. According to Guneyusu et al (2020), Calligraphy helps train the brain to focus and develop concentration skills that are crucial in learning and facing complex academic tasks. Calligraphy also contributes to improving appreciation for art and aesthetics²⁵. Through this art form, students understand the beauty inherent in every stroke of the pen. This can trigger curiosity and critical thinking within them as they begin to appreciate the aesthetic value in art and the surrounding world. In the context of the Arabic language, calligraphy art can also deepen the understanding of letters and language. Students studying the Arabic language through calligraphy have the opportunity to explore letter forms more deeply and meaningfully.

Learning Outcomes

Arabic language can enhance intellectual capabilities for those who study it, as evident from academic achievements and accomplishments.

²⁴ Shumaila Islam, Hassam Babar, and Huma Sajjad, 'Calligraphy as a Spiritual Experience Beyond the Script', *Al-Qamar*, 5.1 (2022), 125–52.

²⁵ Arzu Guneyusu Ozgur and others, 'Iterative Design and Evaluation of a Tangible Robot-Assisted Handwriting Activity for Special Education', *Frontiers in Robotics and AI*, 7 (2020), 1–20 <<https://doi.org/10.3389/frobt.2020.00029>>.

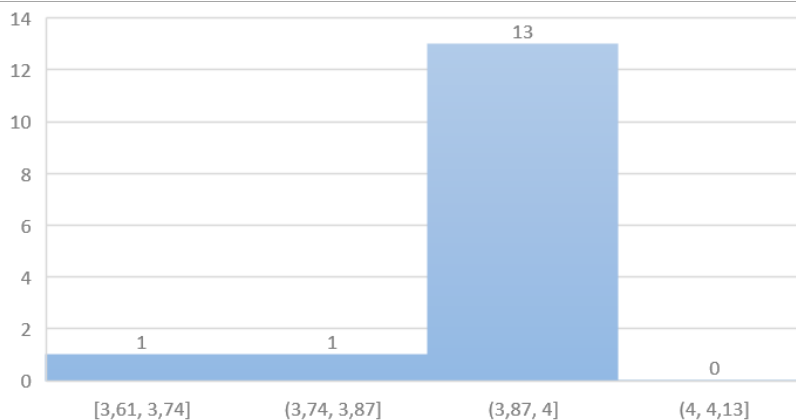
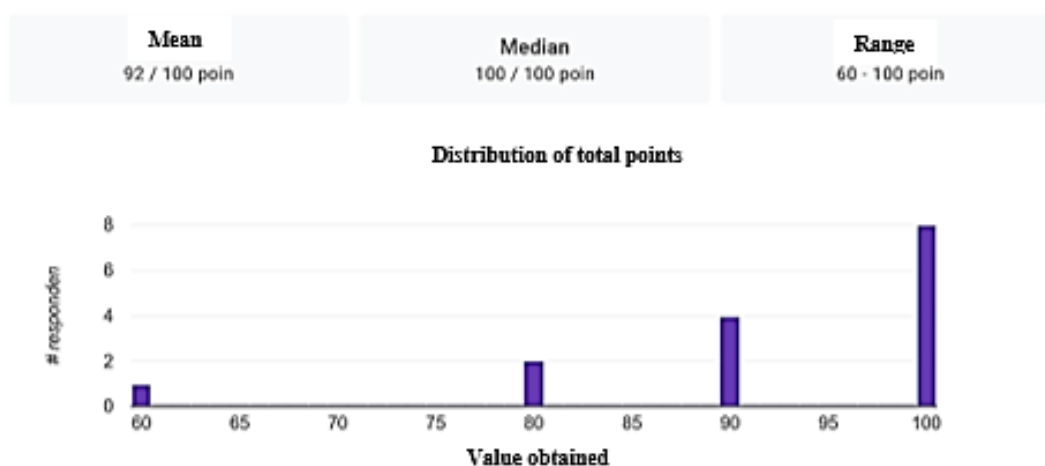


Figure 7. Student Learning Outcomes

Figure 7 illustrates that the Cumulative Grade Point Average (CGPA) of students in the Arabic Language program, Class F, at the undergraduate level averages between 3.61 and 4.00. This indicates that students in the Arabic Language program, Class F, possess relatively high intellectual abilities. To illustrate, the CGPA range (between 3.61 and 4.00) consistently reflects outstanding to exceptionally outstanding performance in every course they undertake. However, it is essential to note that CGPA is just one indicator of intelligence and academic achievement. While a high CGPA may reflect good intellectual abilities, it does not exclusively represent all aspects of an individual's intelligence or potential. Shafait et al. (2020) states, that Intelligence also involves factors such as interpersonal skills, emotional intelligence, and the ability to creatively solve problems²⁶. Nevertheless, a high CGPA remains crucial for assessing intelligence holistically and recognizing variations in the types of intelligence and potential each individual possesses. To assess whether students in the Arabic Language program, Class F, have sufficiently high intellectual capabilities, we conducted an analysis by distributing a questionnaire that includes general knowledge.



²⁶ Zahid Shafait and others, 'Emotional Intelligence, Knowledge Management Processes and Creative Performance: Modelling the Mediating Role of Self-Directed Learning in Higher Education', *Sustainability (Switzerland)*, 13.5 (2021), 1–19 <<https://doi.org/10.3390/su13052933>>.

Figure 8. General Knowledge Survey Results

Figure 8 presents the analysis of the questionnaire results covering the general knowledge of students in the Arabic Language program, Class F. It is evident that Arabic language plays a role in enhancing students' intellectual intelligence. Survey results indicate that students with Arabic language proficiency also possess general understanding and knowledge. Moreover, students who grasp Arabic well are more likely to have strong verbal communication skills, positively impacting active participation in debates, discussions, and various academic activities. This suggests that Arabic language proficiency has a positive impact on the development of students' intellectual intelligence, providing opportunities for deeper general understanding and critical analysis. This research has significant implications regarding the development of intellectual capacity through the mastery of a foreign language, particularly Arabic. Based on Kilag et al. (2023), proficiency in this language not only aids in communication but also enhances general understanding, critical analysis, and cultural understanding²⁷. Therefore, curricula facilitating Arabic language learning in academic settings can offer broad benefits, not only in an educational context but also in the broader development of intellectual capacity.

This is also evident in achievements through competitions. The numerous Arabic language competition categories, such as ghina' araby (Arabic singing), khitobah (speech), insya' (Arabic essay), munadhoroh araby (Arabic debate), qiroatul kutub (reading yellow books), and others.



Figure 9. PBA Delegation in the Competition

Figure 9 depicts the delegation of PBA students from UIN Malang at the Arab Peninsula Festival competition organized by the Arabic Language and Literature program at UIN Maulana Malik Ibrahim Malang in 2022. They brought home the first-place trophy in two competition categories: ghina' araby (Arabic singing) and munadhoroh araby (Arabic debate), securing the overall championship. One of the winners was a postgraduate student in the Arabic Language Education program, Class F. The success of the PBA UIN Malang delegation in the Arab Peninsula Festival competition emphasizes that mastering Arabic language not only facilitates cross-language communication but

²⁷ Kit Osias T Kilag and others, 'The Pedagogical Potential of Poems: Integrating Poetry in English Language Teaching', *Excellencia: International Multi-Disciplinary Journal of Education*, 1.1 (2023), 42–55 <<https://orcid.org/0009-0004-7881-8950>>.

also enriches individual intellectual capacities. Tabroni et al. (2022) states, that Arabic is a key language in the Islamic world, opens doors to various sources of knowledge, such as literature, history, and Islamic thought. Their success not only reflects diligence in learning but also demonstrates that proficiency in a foreign language, especially Arabic, is not just a tool for communication but also a means of exploring the culture, history, and ideas embedded in that language²⁸. This success can serve as inspiration for individuals to recognize the importance of enhancing intellectual capacity through the mastery of foreign languages, indicating that mastering Arabic is not only an opportunity in education but also in global competition and personal development.

CONCLUSION

Arabic is one of the international languages that is frequently studied and utilized by the Muslim community in particular, and various other communities in general. Therefore, through a comprehensive understanding of the Arabic language, it is hoped that an individual's comprehension in a specific field of knowledge can be enhanced. This understanding can also elevate an individual's intellectual abilities in critical and creative thinking to solve various issues they may encounter. As evidenced by this research, there are three indicators that Arabic language proficiency can enhance the intellectual capabilities of postgraduate students in Class F of the year 2023 at UIN Maulana Malik Ibrahim Malang: textual evidence (*dalil*) and *mahfudzot*, student projects, and learning outcomes. Firstly, textual evidence such as in QS. Yusuf verse 2 and QS. Fushshilat verse 3, as well as in the hadith narrated by Abu Darda' R.A and the aphorisms of Imam Shafi'i. Secondly, the student projects resulting from Arabic language learning in the PBA program at UIN Malang, namely *Masrohyyah* or Arabic language art performances that include singing, poetry, drama, and other artistic presentations, all conducted entirely in Arabic. Thirdly, calligraphy involves the aesthetic and artistic writing of letters or characters using specific styles to create beautiful and artistic works of writing. The fourth aspect is the students' learning outcomes, including competition achievements, GPA (Grade Point Average), and survey results on the knowledge of PBA program students in Class F. The researcher hopes that the findings of this study can contribute valuable insights to readers regarding the role of the Arabic language in enhancing intellectual capabilities. Additionally, it is hoped that this research can serve as a reference for future studies.

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²⁸ Imam Tabroni and others, 'The Arabic Language as a Basic Epistem in The Scientific Tradition of Islamic Boarding School Education', *International Journal of Educational Research and Social Sciences (IJERSC)*, 3.6 (2022), 2318–24 <<https://doi.org/10.51601/ijersc.v3i6.564>>.

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