Development of Learning Method Based on Triarchy Intelligence for The Arabic Writing Skills of Students Class VII MTs

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Abstrak

Penelitian ini bermula dari masalah yang muncul dalam pembelajaran keterampilan menulis bahasa Arab yang kurang berhasil. Salah satu dampak dari permasalahan ini adalah siswa kesulitan menghasilkan ide-ide kreatif saat menulis dalam bahasa Arab dan juga menghadapi kesulitan dalam berpikir kritis untuk menyusun karangan. Dalam pembelajaran keterampilan menulis bahasa Arab, siswa harus melalui beberapa tahapan, termasuk menganalisis kata/kalimat, mengembangkan ide-ide kreatif, dan merangkai sebuah karangan. Oleh karena itu, diperlukan suatu metode yang dapat merangsang kemampuan siswa untuk berpikir analitis, kreatif, dan praktis. Masalah yang diteliti dalam penelitian ini mencakup: (1) bagaimana kebutuhan guru dan siswa terhadap metode pembelajaran berbasis Triarki Intelegensi untuk keterampilan menulis bahasa Arab siswa MTs kelas VII, (2) bagaimana purwarupa metode pembelajaran berbasis Triarki Intelegensi untuk keterampilan menulis bahasa Arab siswa MTs kelas VII, dan (3) bagaimana validasi oleh ahli dan guru serta revisi desain purwarupa metode pembelajaran berbasis Triarki Intelegensi untuk keterampilan menulis bahasa Arab siswa MTs kelas VII. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian dan pengembangan (*Research and Development*). Penelitian ini mencapai tahap kelima dari sepuluh tahapan yang direncanakan, yang mencakup potensi dan masalah, pengumpulan data, desain produk, validasi desain, dan revisi desain. Hasil penelitian ini dapat diringkas sebagai berikut. Pertama, guru dan siswa menginginkan pengembangan metode pembelajaran berbasis Triarki Intelegensi untuk keterampilan menulis bahasa Arab siswa MTs kelas VII. Kedua, purwarupa metode pembelajaran ini mencakup penjelasan latar belakang metode, kompetensi inti dan indikator keterampilan menulis bahasa Arab kelas VII semester genap, langkah-langkah pembelajaran, dan kriteria penilaian. Ketiga, evaluasi terhadap materi/isi mendapatkan nilai 91,9, penyajian mendapatkan nilai 94,4, bahasa mendapatkan nilai 45,66, dan metode mendapatkan nilai 104,48. Secara keseluruhan, metode pembelajaran ini dinilai layak dengan predikat "bagus" dengan nilai keseluruhan sebesar 336,44. Dengan demikian, metode ini dapat digunakan untuk mengajar keterampilan menulis kepada siswa MTs kelas VII.

Kata Kunci: *Metode pembelajaran, Triarki Intelegensi, Keterampilan menulis Bahasa Arab*

Abstract

This research is driven by the challenges faced in Arabic writing skill instruction, where the performance has been suboptimal. One of the notable repercussions of these challenges is the students' reduced capacity to generate innovative ideas in their Arabic writing, subsequently hampering their critical thinking abilities in composing essays. In the realm of Arabic writing instruction, students must undergo a multistep process, encompassing word/sentence analysis, idea generation, and essay composition. Hence, there arises a need for a methodology capable of stimulating students' capacity for analytical, creative, and practical thinking. The research inquiries in this investigation encompass: (1) the assessment of teachers' and students' requirements concerning the adoption of a learning approach based on the Triarchy of Intelligence for enhancing Arabic writing skills among seventh-grade MTs students, (2) the development of a prototype for a Triarchy of Intelligence-based learning method for bolstering Arabic writing skills among seventh-grade MTs students, and (3) the expert and teacher validation, along with subsequent revisions of the prototype's design for a learning method rooted in the Triarchy of Intelligence, intended to enhance Arabic writing skills among seventh-grade MTs students. This research utilizes qualitative research methods, employing a research and development design. The research phases covered in this study only progress up to the fifth stage out of ten planned stages, which include the identification of potential and problems, data collection, product design, design validation, and design revision. The outcomes of this research can be summarized as follows. Firstly, both teachers and students express a desire to implement a development of learning methods based on the Triarchy of Intelligence to enhance Arabic writing skills among seventh-grade MTs students. Secondly, the prototype of this learning method encompasses the rationale behind its creation, key competencies and performance indicators for Arabic writing skills in the second semester of the seventh grade, instructional steps, and assessment criteria. Lastly, the evaluation of the material/content's appropriateness yields a score of 91.9, while the appropriateness of the presentation receives a score of 94.4. The language aspect is rated at 45.66, and the method's feasibility aspect attains a score of 104.48. Consequently, the overall assessment of this learning method stands at 336.44, classified as "adequate" with a commendable designation. Hence, it can be effectively utilized in enhancing the writing skills of seventh-grade MTs students.

Keywords: Learning method, Intelligence Triarchy, Arabic writing skills

Introduction

Arabic, as one of the international languages, is widely used by individuals to interact, and more than 150 million people use it as their mother tongue or everyday language (Zainuri, 2019:233). In addition, Arabic is also one of the foreign languages taught at various levels of formal education in Indonesia, including MI/SD, MTs/SMP, MA/SMA, to tertiary institutions (Medina Zukahira and M. Yusuf. AH, 2019: 57). The presence of learning Arabic in these formal educational institutions reflects significant developments in teaching Arabic in Indonesia.

This reflects a serious commitment to improving the system and quality standards of Arabic language teaching (Nuha, 2016:48). Many teachers highlighted the challenges of teaching writing skills in Arabic. Not only teachers, even students also face difficulties in receiving and understanding Arabic writing skills material. This finding is in line with the results of research conducted by Luthfiana, Zaim Elmubarok, and Zukhaira (2019), which shows that 80% of teachers at MTs consider students' Arabic writing skills to be inadequate, while the remaining 20% think otherwise. A similar study conducted by Rana Nailia (2017) also revealed that students' Arabic writing skills at MTs At-Taqwa Bandar were relatively low. Therefore, in lessons that focus on writing skills,

Based on the results of interviews and observations conducted by researchers at MTs Al-Hikmah Proto Pekalongan regarding Arabic language learning, similar problems were revealed. Teachers face difficulties in teaching Arabic writing skills.

Several factors that cause teachers' difficulties in teaching Arabic writing skills to class VII students at MTs Al-Hikmah Proto Pekalongan can be identified. First, the Arabic language teachers at MTs have diverse educational backgrounds, so they lack understanding in choosing learning methods that are suitable for learning Arabic language skills. Second, difficulties also arise because students' Arabic writing skills are still limited, which is influenced by the students' diverse schools of origin and lack of motivation to study. Third, Monotonous learning approaches also have an impact on students' lack of interest and enthusiasm in learning Arabic. Similar challenges are also seen at MTs Negeri 1 Pekalongan, especially in class VII students, the majority of whom come from elementary schools and have no experience learning Arabic, making this subject something new for them.

From a number of difficult impressions reflected in this perception, it can be concluded that there are several problems faced by students in learning Arabic writing skills, including: (1) students' Arabic writing skills are still low, (2) students' difficulties in generating ideas, creative ideas when writing, (3) students' lack of ability to think critically to compose essays, (4) students' difficulties in distinguishing the sounds of hijaiyah letters, and (5) students' obstacles in understanding Arabic lesson material. On the other hand, teachers also face challenges, including: (1) the diversity of students' school backgrounds, (2) the incompatibility of teachers with certain academic fields, and (3) limited variation in the use of learning methods.

Based on the problems identified, it can be concluded that learning Arabic writing skills has not been completely successful. In learning writing skills, students must go through several stages, such as analyzing words/sentences, developing ideas, and composing essays. Therefore, a learning approach is needed that is able to stimulate students' thinking processes. Thus, a learning method is needed that can develop students' thinking abilities in accordance with the objectives of learning Arabic writing skills. Therefore, in this learning context, teachers need to show professionalism in managing learning activities and have a deep understanding of the various existing learning methods.

This research chose class VII students at MTs as research subjects, considering that at this level, students are still in the adjustment stage to the new learning environment. In addition, most of them do not have sufficient experience in Arabic language lessons, which causes learning difficulties, especially in the aspect of writing skills. This is the basis for selecting this research topic, namely "Development of an Intelligence Triarchy-Based Learning Method for the Writing Skills of Class VII MTs Students." It is hoped that the development of this learning method can be an effective alternative in increasing student motivation and learning outcomes in learning Arabic.

Learning Methods

Hermawan (2014:80-81) explains the concept of method (al-thariqah) in two dimensions, namely etymology and terminology. Etymologically, method (al-thariqah) refers to the concept of path, way, system, madhhab, flow, direction, situation, pillar of shelter, noble person, or scratch (line on something). Terminologically, method (al-thariqah) refers to educational techniques used in presenting subject matter during the learning process. In other words, the method (al-thariqah) is a theoretical aspect that aims to optimize learning activities optimally and in accordance with the stated objectives. This method is an overall plan in presenting language systematically based on a predetermined approach,

Based on some of the views that have been presented, it can be concluded that the learning method is an overall plan that is prepared to present material in a structured

manner based on a predetermined approach. This approach must be orderly and not conflict with each other so that learning objectives can be achieved. According to Zakaki (2022: 734), the method has several functions which can be divided into several aspects. One of them is the method that acts as an extrinsic motivation tool. In this context, extrinsic motivation refers to encouragement or incentives that come from outside the individual. The use of various methods by teachers in the learning process can act as extrinsic motivation for students. Apart from that, the method also functions as a teaching strategy. As a teacher, It is important to understand that each student has different levels of ability and understanding. Therefore, teachers need to have a variety of strategies so that students can learn effectively and efficiently, while keeping learning interesting and not monotonous. In this way, learning objectives can be achieved.

One way to master this strategy is to understand presentation techniques. Therefore, teaching methods can also be considered as teaching strategies in the context of the teaching and learning process. Apart from that, the method also functions as a tool to achieve learning goals. This goal is the final result of learning interactions between teachers and students, who act as guides in the implementation of teaching and learning activities.

Triarchy Intellegency

Intelligence comes from the English word 'intelligence' which means intelligence, which is defined as the psychophysical ability to react to stimuli or adapt to the environment in the right way. Several other experts describe intelligence as the skill to solve problems, others also suggest that intelligence is a disposition to act, determine new goals in life, create tools to achieve those goals and use them (Mu'min, 2014: 72).

The definition of the Intelligence Triarchy put forward by Sternberg and Grigorenko (2010:4-5) is that the Intelligence Triarchy is actually called successful intelligence. This was proposed by Sternberg, an Educational Psychologist in the United States who views that intelligence actually has three parts or triarchic: analytical, creative, and practical intelligence.

TIA (Triarchic Instruction and Assessment) according to Sternberg and Grigorenko (2010: 216) is an approach to implementing a program teaching the Triarchy of Intelligence. TIA specifically aims to develop analytical, creative and practical thinking skills. In addition, TIA also has a broader goal, which is to prepare all students to achieve success in their adult lives in the future. TIA (Triarchic Instruction and Assessment) means that: 1) teachers must find a variety of subject matter that is mostly suitable for developing specific abilities (analytical, creative, practical), 2) reach a wider range of abilities than is done by the educational approach currently available, 3) helping students to improve or compensate for their weaknesses while utilizing students' strengths (Hoerr, 2007)

Writing Skills

Writing skill (maharah al-kitabah/writing skill) is the ability to describe or express thoughts, starting from simple aspects such as writing words to complex aspects, namely composing (Hermawan, 2013:151). Another definition, according to Astina and Toyibah (2020:237), is that writing skills are skills that are needed today. This skill is a way of expressing thoughts, feelings, hopes, ideals, or everything that is thought and felt. Writing skills also require mastery in using various aspects and components of language simultaneously. A writer, not only masters the language system (vocabulary, grammar, writing rules), but also must master the substance or message to be written,

Based on the various definitions put forward by experts, it can be concluded that writing skills are the last skill in language skills, where writing skills are a way to express thoughts, feelings, ideas, and ideas with sentence structures as outlined in written form. Learning writing skills also has

an influence on students' way of thinking, because by writing students can think critically and systematically to be able to solve the problems they face, especially in learning. Effendy (2017:183) proposes stages of practice in writing skills. The following is an explanation regarding the stages of writing practice, including a) Linguistic practice, b) Modeling, c) Reproduction, d) Imla'. e) Guided composing, f) Filling in formulas, charts.

Arabic writing skills have a purpose in learning. According to Hamid (2013: 74), the learning objectives of maharah al-kitabah are (1) so that students are accustomed to writing Arabic correctly, (2) so that students are able to describe something that is seen or experienced carefully and correctly, (3) so that students are able to describe something quickly, (4) train students to express ideas and thoughts freely, (5) train students to get used to choosing vocabulary in sentences that are appropriate to the context of life, (6) so that students get used to thinking and expressing in writing quickly, (7) train students to express their ideas, thoughts, ideas, and feelings in Arabic expressions under various conditions, and (8) so that students' minds become wider and deeper, and are used to thinking logically and systematically.

Research Methods

In examining this discussion, the researcher used the RnD (Research and Development) research approach. Sukmadinata (2016:164) explains that Research and Development (R&D) is a process or steps to develop a new product or improve an existing product that can be accounted for. From these various opinions, it can be concluded that Research and Development (R&D) is a research method that can produce, develop and perfect a product in a certain field, and this product can be accounted.

Based on the explanations from several experts, the researcher will apply the research steps formulated by Sugiyono (2018: 298). However, due to time constraints, the steps taken by researchers regarding the Triarchy of Intelligence-based learning method for Arabic writing skills only reached the fifth stage, namely, (1) formulating potentials and problems, (2) collecting information by conducting research and collecting data to analyzing the needs of teachers and students regarding the Arabic language learning method based on the Triarchy of Intelligence, (3) designing initial products based on needs, (4) submitting product designs to experts and teachers as practitioners for assessment and validation, (5) making improvements to product designs based on input from expert.

Data collection was carried out by researchers by recording various data obtained objectively and in accordance with the results of interviews, questionnaires and field observations. As for several data collection techniques used by researchers in this study, namely by using non-test data collection techniques, namely by conducting (a) interviews, (b) questionnaires, (c) field observations and (d) documentation. The interviewees were subject teachers of Arabic language students of class VII MTs in Pekalongan. Questionnaires in this study were given to teachers, expert lecturers, learning methods, and Arabic language expert lecturers. Observations in this study were non-participant observations in terms of structured observation instrumentation..And documentation data can be in the form of learning syllabus documents, lesson plans, textbooks used in learning and photos of Arabic writing skills learning activities for class VII MTs. The check-list table above can help researchers regarding the completeness of the documents in the research subject's school.

The data validity tests carried out in this study were technique triangulation and source triangulation. Triangulation technique to test the credibility of the data is done by checking the data to the same source with different techniques. Source triangulation to test the credibility of the data is done by checking the data that has been

obtained through several sources (Sugiyono, 2018: 274). Data analysis techniques in this study processed interview results, processed interview results, and processed observation results

Result dan Discussion

Results of Needs Analysis for Development of Intelligence Triarchy-Based Learning Methods for Arabic Writing Skills

The initial step taken by researchers to develop a learning method based on the Triarchy of Intelligence for the Arabic writing skills of grade VII MTs students was to analyze the needs of teachers and students for this learning method. This needs analysis was carried out in several stages, namely (1) through direct interviews with Arabic subject teachers, (2) distributing questionnaires of needs to teachers and students, and (3) making observations by observing several aspects.

From the results of interviews, questionnaires and observations, it can be described that firstly, the books used by class VII Arabic teachers at MTs Al-Hikmah Proto Pekalongan in teaching are in accordance with the percentage of 75%. This is shown in the books used by teachers, namely books from the Ministry of Religion of the Republic of Indonesia "Scientific Approach Curriculum 2013 Arabic Language Student Book, supporting books and an Arabic dictionary. Second, the method used by teachers when learning Arabic writing skills is seen as less appropriate for learning Arabic writing skills with a percentage of 75%. This is because the method used by the teacher does not cover the objectives of learning Arabic writing skills. So that learning Arabic writing skills is not going well.

Third,The lesson material presented by teachers in learning Arabic writing skills is seen as less interesting with a percentage of 50%. This is because the teacher does not maximize the use of technology, the teacher only races against reading texts, and the material delivered by the teacher is not able to develop students' curiosity.

Fourth, teacher activity in classroom management can be said to be quite good with a percentage of 75%. Judging from the teacher who tries to raise the enthusiasm of the students before starting the lesson. However, during teaching activities, the interaction process between teachers and students does not go well. So it is possible that the teacher does not know the character and abilities of each student.

Fifth,teacher creativity in developing students' intelligence in the classroom is stated to be lacking with a percentage of 50% because teachers are unable to develop activities that can stimulate student intelligence and teachers do not make use of the environment and existing facilities to relate to the material in the classroom.

Sixth, Students' writing ability is still relatively low with a percentage of 50%. This can be seen from the many students who still have difficulty getting ideas, many students are less able to compose words/sentences, and are even less able to understand the material presented by the teacher.

Based onthe results of observations from three MTs in Pekalongan Regency, namely MTs Negeri 1 Pekalongan, MTs Gondang Wonopringgo Pekalongan, and MTs Al-Hikmah Proto Pekalongan, it can be concluded that from the aspect of the first teacher, most of the class VI MTs teachers use books from the Ministry of Religion of the Republic of Indonesia, namely "Books Arabic Scientific Approach Curriculum 2013" as the main book for learning Arabic. As for those who use worksheets or books to support Arabic language learning. Second, the use of methods for learning Arabic writing skills from the three MTs stated that two schools were not suitable for learning Arabic writing skills and one school was very suitable for learning Arabic writing skills.

Third, The delivery of material in learning Arabic writing skills from the three MTs was that two schools were stated to be less attractive and one school was very attractive.

Fourth, the teacher's activeness in class management was stated by teachers from two schools who did not participate actively in learning and from one school it was stated that they were actively involved in learning Arabic, especially writing skills.

Fifth, the creativity of teachers from two schools in developing students' intelligence in the classroom is seen as lacking and from one school the teacher looks creative and in accordance with the personality of the students. teacher activeness in classroom management was stated by teachers from two schools who did not participate actively in learning and from one school it was stated that they were actively involved in learning Arabic, especially writing skills.

Sixth, students' writing ability is still relatively low with a percentage of 50%. This can be seen from the many students who still have difficulty getting ideas, many students are less able to compose words/sentences, and are even less able to understand the material presented by the teacher.

Based on the results of the analysis of interviews, questionnaires, and observations regarding the needs of teachers and students in developing learning methods based on the Intelligence Triarchy for Arabic writing skills for MTs class VII students, it is found that teachers and students are very supportive and agree with the development of learning methods for Arabic writing skills. , because there are still many students who experience difficulties in Arabic writing skills. So that with the development of learning methods for Arabic writing skills, it is hoped that it can improve students' writing skills and can increase students' interest in learning Arabic, especially in writing skills.

The Triarchy Intelligence-based learning method developed by researchers consists of three themes in the even semester, namely الاعنوان, بيتي, من يوميات الاسرة. The preparation of learning steps in the Triarchy Intelligence-based learning method is presented in three views, namely teacher learning steps, AKP-based student learning steps, and student AKP learning steps based on a scientific approach.

Prototype for the Development of an Intelligence Triarchy Based Learning Method for Arabic Writing SkillsSubheading

Based on an analysis of the needs of teachers and students, the development of a learning method based on the Triarchy of Intelligence for the Arabic writing skills of class VII MTs students was prepared according to the references and considerations from the results of the analysis of the needs of the teachers and students.

1. Structure of Compilation of Learning Methods Based on Intelligence Triarcy for Arabic Writing Skills

The structure of the preparation of this learning method refers to the Arabic language learning methodology book by Acep Hermawan, the Arabic language teaching methodology by Ahmad Fuad Effendy, and the evaluation in learning Arabic by Imam Asrori, Muhammad Thohir and M. Ainin. The design of a learning method based on the Triarchy of Intelligence for the Arabic language writing skills of class VII MTs students is in the form of a book with B5 paper size. It consists of the book cover, foreword, background, structure of KI and KD Arabic writing skills at MTs class VII even semester, learning materials, steps for presenting PPA-based learning methods, PPA-based writing skills learning games and assessment criteria.

2. Cover of Triarcy Intelligence Based Learning Method

Coverthe learning method based on the Triarchy of Intelligence for the Arabic language writing skills of class VII MTs students is dominated by blue and white colors and there are images that symbolize the Triarchy of Intelligence, namely analytical, creative, and practical.

Figure 1. Cover of Triarcy Intelligence Based Learning Method

Expert Validation and Teacher as Practitioner

1. Results of Assessment of Material/Content Feasibility Aspects

Assessment of the feasibility aspect of the material/content is one aspect that needs to be considered in the development of a learning method based on the Triarchy of Intelligence for Arabic writing skills for class VII MTs students. This assessment was carried out by two experts, namely method experts and material experts, two lecturers and three teachers as practitioners.

It was concluded that the feasibility aspects of the material/content which consisted of three components were appropriate. This is evidenced by the acquisition of the total value obtained, namely 91.9. The details are: (a) the content is appropriate and supports the achievement of national education goals, (b) the material/content is original work (not the result of plagiarism), does not cause SARA problems and does not discriminate against gender, (c) the material/content is complete, comprehensive , and consistent, in accordance with the characteristics of the scope of the Intelligence Triarchy-based writing skills learning method and using reference sources that are universally recognized in their fields.

2. Results of Assessment of Presentation Feasibility Aspects

It was concluded that the presentation feasibility aspect consisting of three components was appropriate. This is evidenced by the acquisition of the total value obtained, namely 94.4. The details are: (a) The presentation of the contents is carried out in a sequential, systemic, straightforward, easy to understand manner, (b) The presentation of the theme is accompanied by adequate information (meanings and pictures), explanations of vocabulary, material and grammar that are easy to understand and precise, (c) The presentation of each theme is carried out sequentially, systematically and logically.

3. Results of Language Aspect Assessment

It was concluded that the language feasibility aspect consisting of two components was appropriate. This is evidenced by the acquisition of the total value obtained, namely 45.66.The details are: (a) The language used is ethical, aesthetic, communicative and functional according to the target reader and (b) The language (spelling, punctuation, vocabulary, sentences and paragraphs) is in accordance with the standard rules and terms used.

4. Results of Assessment of Method Feasibility Aspects

It is known that the total score for the Intelligence Triarchy-based learning method for Arabic writing skills for class VII MTs students is 336.44.Thus, this learning method is declared worthy with a good title

Conclusion

Based Based on the results of research and development entitled "Development of Triarchy Intelligence-Based Learning Methods for Arabic Language Writing Skills for Class VII MTs Students, it can be concluded as follows:

1. The results of the analysis of the needs of teachers and students for the development of Triarchy Intelligence-based learning methods for Arabic writing skills for class VII MTs students show that teachers and students from three MTs in Pekalongan Regency include MTs Negeri 1 Pekalongan, MTs Gondang Wonopringgo Pekalongan, and MTs Al-Hikmah Proto Pekalongan stated that he fully supports and agrees with the development of learning methods that can

assist students in learning Arabic writing skills. As for the results of the analysis of the needs of teachers and students, there are five main components, namely, (a) learning methods are arranged based on themes and even semester material, (b) KI and KD which contain learning objectives to be achieved, (c) learning games used to help students understand the material,

2. The prototype of the Triarchy of Intelligence-based learning method for writing skills for class VII MTs students is in the form of a B5 size book consisting of (a) front cover and back cover, (b) foreword page, (c) table of contents page, (d) introduction page. includes the background to the birth of this method, a brief explanation of each Triarchy of Intelligence, KI and KD of Arabic writing skills for class VII even semester (e) learning steps which contain teacher learning steps, AKP-based student learning steps (analytical, creative, practical), and AKP learning steps based on a scientific approach, (f) Arabic writing skills assessment criteria page and (g) page about the author.

3. The results of the validation of experts and teachers as practitioners on the Triarchy Intelligence-based prototype learning method for Arabic writing skills for class VII MTs students can be concluded that the learning method in terms of material/content feasibility aspects, presentation feasibility aspects, language aspects, and method feasibility aspects have been good with a score of 336.44 in the decent category with a good title. This shows that the learning method is suitable for use by MTs class VII students for learning writing skills. Suggestions and input from validation experts and teachers as practitioners include: (a) improving the writing of the title on the front cover, (b) improving the writing of the material/content, (c) improving the presentation of vocabulary, and (d) adding page numbers

Based on the research results and conclusions in this study, the researcher conveys several suggestions as follows:

1. With the development of a learning method based on the Triarchy of Intelligence for Arabic writing skills for class VII MTs students, it is hoped that it can be used in learning Arabic writing skills in class.

2. The research carried out only reached the design revision stage, making it possible for other students/researchers who wish to continue this research to the final stage, and be able to improve the quality of the products produced.

3. It is hoped that the development of a learning method based on the Triarchy of Intelligence for the Arabic writing skills of class VII MTs students can become a reference for students who wish to conduct research with a similar research design, namely research and development (Research and Development), especially the development of learning methods

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