

Conceptual Study of MBTI's Role in Improving The Quality of Arabic Learning

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ABSTRACT

The research aimed to describe the role of MBTI in improving the quality of Arabic language learning. The method used in this research was a library research method with a conceptual-psychological approach. The research results showed that the MBTI could be used as a tool to understand students' learning preferences and identify the most suitable learning styles in learning Arabic. MBTI could also help teachers in designing learning strategies that suited students' needs. The research suggested that MBTI could contribute to improving the quality of Arabic language learning. Therefore, it was recommended for teachers to consider MBTI as an effective tool in designing appropriate learning strategies for students to improve their understanding and ability in the Arabic language

INTRODUCTION

Arabic language learning still has crucial problems in improving its quality. This is because the students' needs in learning have not been fully met by the teacher (Setyawan, 2020). It is a fact that Arabic is one of the most widely spoken languages in the world, with more than 422 million speakers worldwide (Asli, 2020; Manap et al., 2022; Nurkholis, 2018), making Arabic a foreign language that requires more attention in improving the quality of its teaching. One way to be able to meet students' Arabic language learning needs is to understand the student's personality type. MBTI or Myers-Briggs Type Indicator is one of the most commonly used personality tests throughout the world, which can help identify an individual's personality (Handayani, 2019; Hanurawan, 2010; Sofiani, 2019). Knowing students' personality types can help teachers provide learning experiences that suit students' needs so that they can encourage holistic improvements in the quality of Arabic language teaching (Hadiyanto et al., 2020; Ilmu & Islam, 2022; Sarip, 2020). Therefore, the relationship between the MBTI concept and Arabic language learning is an important topic to study in this research.

Research on the Myers-Briggs Type Indicator has become a popular topic in psychology and education, and has attracted the attention of many researchers. There are three aspects of the study that tend to be discussed a lot in previous research. First, research that explores the relationship between personality and student learning styles, for example research to understand how students learn and the role of teachers in adapting teaching methods to different student learning styles (Nurlia et al., 2017; Ramadani et al., 2017). Second, research exploring the relationship between MBTI personality types and academic performance. The results of this research suggest that certain personality types tend to be more successful in certain academic environments than others (Prayitno & Ayu, 2018; Ristadewi et al., 2017; Rosito, 2018). Third, several studies have explored the application of the MBTI in work environments and interpersonal relationships. The results of this study suggest that a better understanding of personality types can help improve employee engagement and team effectiveness (Febriansah & Firdaus, 2022; Irawadi, 2017; Openg et al., 2022; Sabiq, 2020). Thus, research on the MBTI has become important in the fields of psychology, education, and business.

This research has similarities with the three trends in the research aspects above. First, this research also discusses the relationship between students' personalities and learning styles in the context of Arabic language learning. In this research, MBTI is used to identify students' learning preferences and provide teaching strategies that suit students' learning styles. Second, this research also helps explore the relationship between MBTI personality types and academic performance in Arabic language learning. By understanding students' personality types, teachers and educational institutions can design educational programs that are more effective and appropriate to students' characteristics. Third, this research also discusses the application of MBTI in increasing the effectiveness of communication and intercultural understanding in learning Arabic. In the Arabic context, a better understanding of personality types can

help overcome communication barriers and promote better intercultural relations.

However, there are several differences that can be identified from this research. First, the focus of this study is limited to Arabic language learning, while other studies may be broader in scope and focus on different subjects or disciplines. Second, this research covers unique aspects of Arabic language and culture, so the results can help improve understanding and relations between cultures. Meanwhile, research on the MBTI in other contexts may not always address the same cultural aspects. Third, this research has specific practical implications for Arabic language education. Meanwhile, research on the MBTI in other contexts may have different practical implications depending on the subject or discipline discussed.

This research can be considered a new contribution to the Arabic language education literature. Although there has been previous research using the MBTI to understand students' learning preferences and personalities, this study explores the application of the MBTI in an Arabic language learning context that has special characteristics and challenges. This research explores how the use of MBTI can help improve the quality of Arabic language teaching by identifying students' learning preferences and designing teaching programs accordingly. The aim of this research is to identify the role of MBTI in improving the quality of Arabic language learning. This research aims to explore how the use of MBTI can help Arabic teachers to understand students' learning preferences and design learning programs that suit these preferences. Thus, this research can contribute to the development of Arabic language education that is more effective and inclusive.

This research has a strong argument. First, MBTI as a personality test has been widely used in educational contexts to understand students' learning preferences and provide appropriate career guidance. Thus, the use of MBTI in the context of learning Arabic can provide valuable information about students' learning preferences and help Arabic teachers design more effective learning programs. Second, learning Arabic has special challenges because Arabic has a unique and complex writing system and grammar. Thus, identifying students' learning preferences can help Arabic teachers to develop learning programs that suit students' needs and maximize learning effectiveness. Third, MBTI can also help improve intercultural understanding in the context of learning Arabic. Because Arabic has an important role in Arab culture, understanding and respecting Arab culture is also important in learning Arabic. By understanding students' learning preferences and the way they interact with Arabic culture, Arabic teachers can design higher quality and inclusive learning programs.

LITERATURE REVIEW

Myers-Briggs Type Indicator (MBTI)

The MBTI model is based on the comprehensive theoretical work of Carl Jung in 1921, and was further developed by Myers and Briggs by adding a fourth dimension (judgment/perception) which within several decades was widely used in industrial and educational settings. MBTI (Myers-Briggs Type Indicator) is a personality test commonly used to help individuals understand personality preferences and characteristics. The MBTI is used to determine a person's personality type based on four psychological dimensions: extrovert/introvert; Preferences for how individuals direct and receive their energy, based on the outer or inner world, intuitive/sensory; preferences for how individuals take in information, with the five senses or with interpretation and meaning, thinker/feeler; preferences for how individuals make decisions, relying on logic or emotion over specific people and circumstances, and decision makers/judgers; how individuals deal with the world, by organizing it or remaining open to new information(Štajner & Yenikent, 2021; Sunnatilla et al., 2021).

There are 16 combined personality types in the MBTI, namely: ISTJ (Introverted, Sensing, Thinking, Judging), ISFJ (Introverted, Sensing, Feeling, Judging), INFJ (Introverted, Intuitive, Feeling, Judging), INTJ (Introverted, Intuitive, Thinking, Judging), ISTP (Introverted, Sensing, Thinking, Perceiving), ISFP (Introverted, Sensing, Feeling, Perceiving), INFP (Introverted, Intuitive, Feeling, Perceiving), INTP (Introverted, Intuitive, Thinking, Perceiving), ESTP (Extraverted, Sensing, Thinking, Perceiving), ESFP (Extraverted, Sensing, Feeling, Perceiving), ENFP (Extraverted, Intuitive, Feeling, Perceiving), ENTP (Extraverted, Intuitive, Thinking, Perceiving), ESTJ (Extraverted, Sensing, Thinking, Judging), ESFJ (Extraverted, Sensing, Feeling, Judging), ENFJ (Extraverted, Intuitive, Feeling, Judging), and ENTJ (Extraverted, Intuitive, Thinking, Judging)(Chafidzoh, 2020; Tshimula et al., 2022).

METHODOLOGY

This research is qualitative research using a literature study method with a conceptual-psychological approach to collect and analyze literature related to the topic under study. In this research, the number of literature found was 40 articles from various sources such as journals, books and scientific articles related to MBTI and Arabic language learning. Then the literature was extracted based on the inclusive and exclusive criteria of this research. The inclusive criteria used in literature selection are articles published within the last 5 years, related to the MBTI concept and Arabic language learning, and in Indonesian and English. Meanwhile, the exclusive criteria are articles that are not related to the research topic and do not have sufficient academic quality. After going through the selection process, the 36 selected articles were analyzed and used as references in this research. The literature analysis process is carried out by reading and understanding the contents of the article, recording important information, and carrying out a synthesis to build a concept regarding the role of MBTI in improving the quality of Arabic language learning.

RESULTS AND DISCUSSION

The Relevance of Personality Type and Arabic Learning Ability

Carl Gustav Jung and Hans J. Eysenck differentiated personalities based on their attitudes and reactions to the social environment and social behavior into two types, namely introverts and extroverts. The introvert type is turning psychic energy into a subjectivity orientation. The extrovert type is the attitude of directing psychic energy outward so that it is objectively oriented. These two types are fundamental attitudes, and have 4 combinations of 4 psychological functions, namely thinking, feeling, sensing and intuition.(Chafidzoh, 2020; Melati et al., 2022). A number of studies involving the relationship between personality type and learning ability show that individuals with certain personality types are more capable of learning than others. In one study, it was found that individuals with an extroverted personality type tend to be better able to obtain information through social interactions and master new skills through direct practice.(Widaya & Irham, 2021). Meanwhile, individuals with an introverted personality type tend to be better able to obtain information through reading and reflection(Rahman, 2019).

Other research shows that individuals with an intuitive personality type tend to be better able to learn by associating new concepts with ideas and concepts that have already been mastered. In contrast, individuals with a sensory personality type are better able to learn by gathering detailed information and focusing on concrete reality(Suralaga, 2021). In a recent study, researchers found that individuals with personality types who are open to new experiences tend to be better able to learn and complete complex tasks(Hakim, 2019). Meanwhile, individuals with a conservative personality type tend to be better able to learn by repeating information and practicing tasks repeatedly(Husain & Ibrahim, 2019). Research involving the relationship between personality type and learning ability also shows that the right learning environment can help individuals optimize their learning potential(Mujtaba et al., 2019). For example, individuals with an introverted personality type can learn more effectively in a calm and structured environment, while individuals with an extroverted personality type can learn more effectively in a busy and interactive environment.

Similarly, in the context of learning Arabic, for example, individuals with an introverted personality type tend to have better ability to learn Arabic than individuals with an extroverted personality type. An extroverted personality can support the realization of Arabic language competence by connecting it with six 21st century learning competencies, namely creativity, collaboration, communication, compassion, critical thinking, and computational logic. These six learning competencies can be connected and realized in classroom learning and other language activities held indoors and outdoors(Widaya & Irham, 2021). Another opinion that supports this finding is research conducted by Fadillah et al (2022), which found that extrovert students tend to be more able to read Arabic texts well and make conclusions from Arabic reading texts well online than students with introverted personalities. This means that extrovert students' mastery of reading skills is higher than introvert students(Fadillah et al., 2022). Apart from that, other research also indicates that introverted people have

patience and focus on paying attention to the clarity of articulation in a foreign language. But extroverts tend to be better at learning strategies. This means that a person's personality has an influence on language learning (Fauziah & Maulana, 2022).

The Role of MBTI in Improving the Quality of Arabic Language Learning

There are several studies that have explored the role of the MBTI in language learning, but the results are limited and sometimes controversial. Numerous studies show that the MBTI can help teachers design more effective teaching strategies for each personality type (Prayitno & Ayu, 2018; Reban, 2012; Vásquez & Ochoa-Luna, 2021). For example, teachers can consider students' sensory preferences and learning styles, such as whether they tend to learn more visually or auditorily, and choose teaching methods accordingly. However, other research suggests that learning success does not depend entirely on a person's personality type, and that other factors such as motivation and learning environment also play an important role. (Matondang, 2018; Pangondian et al., 2019; Sakerebau, 2018).

The use of MBTI can help teachers plan different learning according to students' psychological preferences. One of the studies conducted by Chafidzoh in 2019, showed that MBTI can help teachers understand students' learning preferences, and help them design teaching strategies that are more effective and appropriate for each personality type. (Chafidzoh, 2020). Research conducted by Nome in 2020 shows that students who understand their personality type can use more effective learning strategies and increase their confidence in learning languages (Nome, 2020).

If a student shows sensory preferences, then the teacher can use more practical and concrete learning methods. Meanwhile, if a student shows more intuitive preferences, the teacher can use a more abstract and conceptual approach. Apart from that, MBTI can also help students to better understand their strengths and weaknesses in learning (Tibahary & Muliana, 2018). For example, if a student has a thinker's preference, then he or she may prefer to learn by solving problems and exploring new concepts independently. On the other hand, if a student has a sensory preference, then he or she may prefer to learn in a way that involves social interaction and emotional reinforcement. Thus, in improving the quality of Arabic language learning, these MBTI-based personality types can be implemented in Arabic language learning, both by teachers and students.

The implementation of MBTI in Arabic language learning can be done in several ways. First, understand students' learning preferences (Chafidzoh, 2020; Fadhilah & Suherdi, 2020; Ramadhani et al., 2022). Each personality type has different learning preferences. By understanding students' learning preferences based on personality type, teachers can adapt the most effective teaching methods for each student. There are several ways to understand students' learning preferences with the MBTI. The first way is to give the MBTI test to students. The MBTI test will provide an overview of the student's personality type which includes: extraverted/introverted, sensing/intuition, thinking/feeling, and judging/perceiving. From the results of this test, teachers

can understand students' learning preferences better. The second way is to involve students in the learning process. Teachers can provide opportunities for students to provide input about which learning methods are most effective for them. In addition, teachers can also monitor student responses to various different learning methods to determine the most suitable method for each student. The third way is to analyze the tendencies and characteristics of students' personality types. Teachers can understand students' learning preferences based on the personality type they have. For example, students who have an introverted personality type tend to prefer learning individually and independently, while students who have an extraverted personality type prefer to learn through social interaction. By understanding students' learning preferences, teachers can design appropriate and effective learning strategies.

Second, Using a variety of teaching methods. MBTI can help teachers in designing a variety of teaching methods in the classroom (Murphy et al., 2020; Ru'iyah & Thonthowi, 2022). The teaching method in question may differ between the skills or skills being taught. For example, students who have an "extroverted" personality type tend to learn better through social interaction, for example in maharah learning such as Kalam and Istima' so teaching methods that involve group interaction can be very effective. Meanwhile, students who have an "introverted" personality type tend to prefer individual and independent teaching, for example in learning Maharah Qira'ah and Kitabah, they will be more active and comfortable without too much interaction.

A number of studies have found that approaches that can be used to adjust teaching methods and students' psychological aspects are the humanistic and constructivist approaches (Amalia, 2020; Nurlaila & Muassomah, 2021). The humanistic approach is based on humanistic psychological theory which states that humans have basic needs such as the need for security, love, recognition and self-actualization. Therefore, in learning with a humanistic approach, the teacher acts as a facilitator to meet the students' needs (Adila, 2022). whereas in the constructivism approach, the teacher acts as a facilitator and allows students to gain knowledge and solve problems through structured tasks. Students are also encouraged to interact and collaborate with fellow students in completing these assignments. The constructivism approach assumes that each student has different knowledge, experience and abilities, so learning must be adapted to individual student needs (Hamzah, 2018).

Third, Adapting lesson materials to students' personality types. Teachers can adapt lesson material to students' personality types (Rasim et al., 2018). For example, in learning maharah Kalam, Istima', Qira'ah, and Kitabah, students who have a "feeling" personality type tend to respond better to material related to emotions, while students who have a "thinking" personality type tend to respond better to material that focuses more on logic and argumentation. Students who have a "sensing" personality type prefer material that contains games, involves physical activity and direct practice. Then students who have an "intuitive" personality type are more active in understanding concepts in depth, seeing the big picture, and linking these concepts to abstract ideas. Students who have a "judging" personality type tend to enjoy learning with structured and

well-organized material. They also prefer to learn by following clear rules and procedures, and avoid situations that are too unstructured or disorganized. Finally, students who have the "perceiving" personality type tend to enjoy learning with more open and flexible material. They prefer to learn in a less structured, more flexible and changeable way.

This material adjustment is in line with Kolb's theory, which emphasizes that each student has different learning preferences based on their personality type, which can be explained through four learning styles, namely the convergent type (tends to use abstract thinking and problem solving), the divergent type (tends to think creatively and visual), accommodative type (tends to take risks and experiment), and assimilative type (tends to organize and structure information). Teachers need to provide various opportunities for students to learn in a way that suits their personality type in the teaching material presented (Afnanda, 2023; Samsudin, 2019).

However, MBTI is not the only factor that influences how students learn and teach. Teachers need to consider various other factors such as student age, cultural background, and individual student preferences. Some researchers question the accuracy and reliability of the MBTI as a personality test. Some researchers argue that the link between the MBTI and language learning is weak or insignificant and only provides a general description of a person's personality and cannot provide sufficient detailed and accurate information about how a person learns a language. (Hamm, 2018; Kusuma et al., 2018; Ward, 2019; Yazdani et al., 2018). However, MBTI can still be used in efforts to improve the quality of students' Arabic language learning by considering the psychological aspects of students' education so that they are comfortable and active in learning.

Implications of Research Results

This research has several significant implications. First, this research shows that individuals with certain personality types are better able to learn Arabic than others. Second, this research also shows that the right learning environment can help individuals optimize their learning potential. Third, these findings can be used as a basis for developing more effective Arabic language learning methods. For example, using learning approaches that suit students' personality types, such as using audio-visual media or interactive simulations for students with extroverted personality types, and using reading and reflection materials for students with introverted personality types. Fourth, these findings can be a reference for curriculum developers to develop a more effective Arabic language curriculum. For example, by adapting the curriculum to students' personality types so that they can maximize students' learning potential. Finally, this research can provide valuable information for parents in supporting their children's Arabic learning process. By knowing their child's personality type, parents can help their child choose learning methods that suit their personality, as well as create a learning environment that suits their child's personality type.

CONCLUSION AND RECOMMENDATION

MBTI can influence the quality of Arabic language learning. In learning Arabic, learning strategies are needed that suit students' learning preferences and learning styles. This research found that students who have different learning preferences and learning styles will respond to learning differently. Therefore, it is important for Arabic teachers to understand students' preferences and learning styles and use learning strategies that suit students' preferences and learning styles. The analysis results also show that MBTI can be used as a tool to identify students' learning preferences and learning styles. In this case, MBTI can help Arabic teachers to understand students' preferences and learning styles better and adapt learning strategies to students' preferences and learning styles.

ADVANCED RESEARCH

This research has several limitations that need to be considered. First, this research is only based on literature analysis, so there is no primary data collected through field research or interviews. Second, this research is only limited to articles published in English and Indonesian. Third, this research only analyzed literature related to MBTI and Arabic language learning, so this research did not explore other factors that might influence the quality of Arabic language learning. So, researchers suggest further research in the form of empirical research to find out the extent to which students' preferences and learning styles can influence the quality of Arabic language learning. This research can involve collecting primary data through field research or interviews with a wider and more diverse range of respondents.

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