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ANALYSIS OF ARABIC LEARNING STYLES OF CHOLERIC AND PHLEGMATIC CHARACTER STUDENTS IN THE 6TH SEMESTER OF THE ARABIC EDUCATION PROGRAM AT UIN MATARAM : ANALISIS GAYA BELAJAR BAHASA ARAB KARAKTER KOLERIS DAN PLEGMATIC MAHASISWA SEMESTER 6 PBA UIN MATARAM

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Abstract

This study aims to analyze the Arabic language learning styles of students with choleric and phlegmatic personality types in the Arabic Language Education Program (PBA) at UIN Mataram. The research employs a mixed-method approach, combining quantitative data from a Google Form questionnaire and qualitative data from observations and interviews. The findings indicate that choleric students tend to have an active, competitive, and practice-oriented learning style, favoring activities such as discussions, presentations, and exercises, and showing a preference for speaking skills (maharah kalam). In contrast, phlegmatic students tend to prefer a calm, structured, and reflective learning style, with a tendency toward listening (maharah istima') and reading (maharah qira'ah) skills. These findings suggest that personality significantly influences students' learning styles, although environmental factors and learning experiences also play a role. This research is expected to serve as a reference in developing adaptive Arabic language teaching strategies that align with students' individual characteristics.

Keywords: Learning Styles in Arabic; Choleric; Phlegmatic Temperaments

INTRODUCTION

Arabic is one of the Semitic languages spoken by people in various countries such as Saudi Arabia, Syria, Jordan, Iraq, and Egypt. In Indonesia, this language holds significant importance, particularly in the fields of religion and Islamic education. In addition to functioning as the language of worship, Arabic also serves as a means to understand various Islamic literatures and related scientific knowledge (Maryanto, 2013). Therefore,

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many people study Arabic not only for religious purposes but also as a source of knowledge.

In the process of learning Arabic, there are four main skills that must be mastered: listening, speaking, reading, and writing. Success in acquiring these skills is influenced by various factors, one of which is individual differences, such as personality types. A person's character or personality can affect their learning style in understanding and mastering Arabic. Learning style refers to the method an individual uses to absorb, process, and understand information. Fleming and Mills (1992) categorized learning styles into several types: first, visual, which involves the use of images, diagrams, and charts; second, auditory, which focuses on learning through listening, discussions, and lectures; and third, kinesthetic, which relies on direct experiences, practice, and simulations (Amelia & Hikmah, 2025). Learning styles and personality are two interconnected aspects that cannot be separated, especially in the process of learning Arabic, where each individual has a different way of absorbing and understanding material based on their personality characteristics.

The concept of personality proposed by Hippocrates and Galen classifies individuals into four main categories: choleric, sanguine, melancholic, and phlegmatic. This classification is based on the dominance of certain bodily fluids believed to influence a person's character and temperament. The choleric personality is associated with yellow bile, reflecting traits such as energetic, assertive, and ambitious, whereas the phlegmatic personality is linked to phlegm, portraying individuals who are calm, patient, and tend to avoid conflict. The stark contrast between these two personality types is interesting to examine further, particularly in relation to students' learning styles, especially in learning Arabic (Faiz et al., 2022). Between these two personalities, choleric and phlegmatic, the differences are quite apparent—cholerics tend to be extroverted with a strong leadership style, while phlegmatics are introverted and characterized by tranquility and peace. Therefore, the researcher is interested in exploring more deeply the Arabic learning styles of students with choleric and phlegmatic personalities.

Individuals with a choleric personality tend to be dominant, ambitious, and enjoy challenges. They often display an active, independent, and competitive learning approach. In contrast, individuals with a phlegmatic personality are calmer, more patient, and tend to avoid conflict. They prefer

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learning in a conducive, systematic environment and rely on stable and consistent methods. Understanding these characteristics is important for educators in designing appropriate learning strategies tailored to each personality type, thereby enhancing the effectiveness of the teaching and learning process (Murtinasari & Lutfiyah, 2022).

Based on preliminary observations conducted on sixth-semester students of the Arabic Language Education (PBA) Study Program at UIN Mataram, it was found that students with choleric traits tended to be more active in academic activities such as class discussions and presentations. They were more confident in speaking Arabic and often took leadership roles in study groups. Meanwhile, students with phlegmatic traits were more passive and preferred reflective learning methods, such as reading texts and taking notes on key points, without actively participating in class discussions. These observation results align with previous research stating that personality types significantly influence students' learning styles in acquiring a foreign language (Wahyuni, 2021). For example, choleric students are more suited to learning methods that emphasize discussion and oral presentations, meaning they prefer Arabic learning styles that focus on maharah kalam (speaking skills). On the other hand, students with a phlegmatic personality tend to learn more effectively through practice- and simulation-based methods and prefer a conducive learning atmosphere. They are better suited to listening-based methods, such as listening to Arabic lectures or audio recordings, which relate to maharah istima (listening skills).

This study combines aspects of Arabic learning styles with choleric and phlegmatic personality types specifically among students of the Arabic Language Education (PBA) Study Program at UIN Mataram. Several previous studies have explored learning styles in Arabic language learning. For instance, (Wahyuni, 2021) examined how personality types influence learning styles in understanding foreign languages, but did not specifically study the relationship between choleric and phlegmatic personalities and Arabic learning.

Given the differences in students' character and learning styles based on their personality types, it is important for educators to understand how Arabic language teaching strategies can be adjusted for greater effectiveness. This study aims to analyze the learning styles of students with choleric and phlegmatic personalities in Arabic learning within the PBA Study Program at UIN Mataram. By understanding the relationship between personality and

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appropriate learning strategies, this study is expected to contribute to the development of more adaptive and innovative teaching methods. Furthermore, the results of this study can serve as a reference for lecturers in designing more inclusive learning models that meet students' needs, thereby enhancing the effectiveness and motivation of Arabic learning in academic settings.

LITERATURE REVIEW

Theories of Choleric and Phlegmatic Personality Types

The concept of personality proposed by Hippocrates and Galen classifies individuals into four main categories: choleric, sanguine, melancholic, and phlegmatic. Sanguine individuals are known for their popular and talkative nature, melancholics have a deep analytical and philosophical personality type, choleric are leaders active and dynamic while phlegmatics are peaceful, humble, quiet, and relaxed (Kurniawaty, 2020). Among these four types Sanguine, Melancholic, Choleric, and Phlegmatic there are two pairs that share similarities in certain aspects, both in the way they interact with their environment and in their patterns of thinking and emotion.

a. Sanguine and Choleric: Active & Extroverted

Sanguine and Choleric personality types both share extroverted characteristics, meaning they tend to enjoy social interactions and possess high energy in various situations. Sanguine individuals are known for their cheerful, expressive, and spontaneous nature. They are sociable, love to talk, and have a charm that draws others in. On the other hand, Choleric individuals stand out for their dominance and leadership. They are assertive, ambitious, and possess a strong drive to achieve their goals. Despite differences in how they express themselves, both types share a key trait: they enjoy challenges and are adept at adapting to dynamic social environments (Rika Kurniawaty, 2022).

b. Melancholic and Phlegmatic: Calm & Introverted

In contrast to the Sanguine and Choleric types, Melancholic and Phlegmatic individuals tend to be more introverted. They prefer calm environments, tend to think deeply, and are less active in social interactions. The Melancholic personality is known for being perfectionist, analytical, and highly attentive to detail. They tend to think logically and systematically, often becoming reflective and thoughtful

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individuals. Meanwhile, Phlegmatic individuals are more relaxed, patient, and avoid conflict. They are not particularly ambitious, but their calm demeanor allows them to endure various situations without being easily affected by external pressures. The similarity between these two types lies in their preference for stable environments with minimal disturbances. They prefer to think things through carefully before acting, rather than making spontaneous decisions (Rika Kurniawaty, 2022).

Thus, the Sanguine–Choleric pair shares similarities in their active and expressive traits, while the Melancholic–Phlegmatic pair is alike in their calm, introspective nature and tendency to avoid overly intense social interaction.

Choleric individuals are known for being assertive, energetic, and highly spirited in various aspects of life. They are not only active and dynamic but also possess strong leadership qualities, often taking on decision-making roles in groups or organizations. Their strong will makes them resilient in the face of challenges, always striving to achieve their goals with unwavering determination. In addition, choleric individuals are also known for their independence and resistance to being influenced by others' opinions. They tend to think logically, make decisions quickly, and are driven to continually grow and develop in various areas (Kumala et al., 2022).

On the other hand, individuals with a phlegmatic personality tend to be quiet, calm, and patient in dealing with different situations. They are known for their humility, dislike of self-promotion, and preference for avoiding conflict rather than engaging in debate or disputes. Their composed nature allows them to think clearly in tense situations, often making them peacemakers in groups. Moreover, phlegmatic individuals have high empathy and are good listeners, making them comforting companions to share stories or worries with. They tend to enjoy stability and balance in life, preferring peaceful environments and harmonious relationships with those around them (Kumala et al., 2022).

Learning Style Theory

Learning style refers to the unique way in which individuals absorb, process, and understand information. In general, learning styles are categorized into three types: visual, auditory, and kinesthetic. Instruction tailored to a student's learning style can enhance the effectiveness and outcomes of learning. The learning style theory developed by Honey and

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Mumford (1986) states that every individual has a dominant tendency in one of four main categories: visual, auditory, kinesthetic, and contextual (Ediyanto, 2023).

The visual learning style relies on the use of images, diagrams, or maps as aids for understanding information. Meanwhile, the auditory learning style emphasizes the process of hearing—whether through teacher explanations or audio recordings. Kinesthetic learners focus on learning through direct experience, such as hands-on practice or the use of models and teaching aids. Contextual learning, on the other hand, highlights the importance of engaging with real-life situations or environments that align with the material being studied. In another account, (Masnia, Emy Sohilait, 2024) explains that the learning style theory proposed by Honey and Mumford (1986) classifies individuals into four main categories based on their preferences in processing information: Activist, Reflector, Theorist, and Pragmatist (Masnia, Emy Sohilait, 2024).

Activists are individuals who enjoy new experiences and actively engage in the learning process. They learn most effectively through direct and practical approaches, often experimenting without extensive prior planning. For example, an activist might prefer participating in group discussions or simulations to grasp new concepts. Reflectors are those who prefer to observe and contemplate experiences before taking action. They tend to gather data from multiple sources and consider various perspectives before making decisions. For instance, a reflector might choose to study material thoroughly and reflect on its implications before engaging in discussions or practice (Masnia, Emy Sohilait, 2024).

Theorists are individuals who learn best by understanding the underlying concepts, models, and theories behind information. They appreciate logical and systematic approaches, often seeking order and coherence in the material they study. A theorist, for example, may be interested in understanding the basic principles behind a phenomenon before applying it in a practical context. Pragmatists are those who focus on the practical application of ideas and theories. They are interested in how concepts can be applied in real-world situations and tend to seek practical solutions to problems. For instance, a pragmatist may be more motivated to learn when they see how knowledge can be directly applied to work or everyday life (Masnia, Emy Sohilait, 2024)

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It is important to note that while the Honey and Mumford model is often associated with learning categories such as visual, auditory, and kinesthetic, in reality, they proposed four types of learning styles that are distinct from the VAK (Visual, Auditory, Kinesthetic) model. The Honey and Mumford model focuses more on an individual's approach to learning experiences rather than on sensory preferences. The two theories proposed by (Honey, Peter, 1986) actually differ slightly in their focus when categorizing individual learning styles. However, both are closely related in their aim to understand how individuals learn effectively based on their preferences in absorbing and processing information. The Activist, Reflector, Theorist, and Pragmatist model emphasizes how one approaches learning experiences, while the Visual, Auditory, Kinesthetic, and Contextual model emphasizes how information is absorbed through the senses (Honey, Peter, 1986).

The Relationship Between Learning Styles and Choleric and Phlegmatic Personalities

Based on research conducted by Ika Nur Azizah (2021) titled "*Implementation of VAK Learning Styles Based on Personality Types*", there is a relationship between learning styles and choleric and phlegmatic personalities. It can be concluded that there is a connection between a person's preferred learning style and their personality traits. Individuals with choleric personalities tend to have an active and reflective learning style, prefer challenges, and are quick decision-makers. They are more comfortable with learning methods that emphasize discussion, problem-solving, and direct experience. In contrast, individuals with phlegmatic personalities tend to have a more passive, systematic, and stable learning style. They prefer structured, repetitive-based learning methods and tend to avoid high-pressure learning environments.

These research findings align with theoretical foundations that suggest personality influences a person's preference in absorbing, processing, and applying information. Thus, understanding the relationship between learning styles and personality can be utilized in education to adapt more effective teaching methods according to each individual's character (Yayuk et al., 2023).

This study indicates that there is a significant relationship between learning styles and choleric and phlegmatic personality types. Individuals with a choleric personality tend to exhibit an active and independent learning

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style, enjoy challenges, and make decisions quickly. They are better suited to kinesthetic or visual-kinesthetic learning styles, as they prefer to be directly involved in learning activities and learn through practical experience. On the other hand, phlegmatic individuals have a more relaxed, stable, and structured learning tendency. They prefer systematic approaches and learning methods that do not demand intense social interaction. Therefore, they are more likely to prefer visual or auditory learning styles, where they can understand material through observation or focused listening (Honesty et al., 2019).

Learning Style Theory and Its Implementation in Arabic Language Learning

Arabic language learning involves various skills such as listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). Each student has different tendencies in absorbing and developing these skills based on their learning style. Choleric students may prefer interactive methods and group discussions, while phlegmatic students are more comfortable with a structured and reflective approach.

As found in the research by (Ulya, 2017) titled "*The Influence of Learning Methods and Personality Types on Arabic Language Learning Outcomes (An Experimental Study at MAN 1 Semarang)*", some students show a dominant preference for interactive methods, group discussions, or leadership roles in Arabic learning. This aligns with the choleric personality tendency, which favors communication- and interaction-based learning styles, such as speaking skills (*maharah kalām*). Meanwhile, students who prefer more structured, reflective, or deep understanding-based methods can be associated with the phlegmatic personality type, which is more comfortable with relaxed approaches that support listening (*istimā'*) and reading (*qirā'ah*) skills (Ulya, 2017).

Choleric individuals typically have leadership traits, assertiveness, and ambition. Five students in this category may demonstrate leadership qualities and prefer taking initiative in group settings. They are more inclined to favor Arabic learning styles that focus on speaking skills (*maharah kalām*). In contrast, phlegmatic individuals are calmer, more stable, and tend to avoid conflict. Five students with this personality type may feel more at ease in a harmonious environment and prefer a more relaxed learning approach. They tend to favor Arabic learning styles that focus on listening (*istimā'*) and reading (*qirā'ah*) (Yayuk et al., 2023).

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Since Arabic language learning involves multiple skills such as listening, speaking, reading, and writing, it requires an approach that matches each individual learning style. Students with a choleric personality who enjoy challenges and social interaction are more likely to choose active learning methods such as group discussions or speaking skills (*maharah kalām*). This supports the findings of (Ulya, 2017), which show that choleric students prefer interactive methods in Arabic language learning. Conversely, students with a phlegmatic personality who are more calm and avoid conflict prefer structured and deep comprehension-based learning styles. They are more likely to enjoy learning Arabic through listening (*istimā'*) and reading (*qirā'ah*) skills, which allow for reflection and deeper understanding.

Therefore, understanding the relationship between choleric and phlegmatic personalities and learning styles in Arabic is crucial in designing effective teaching methods, particularly in Arabic courses that involve multiple language skills. A more dynamic and interactive approach suits choleric students, while a calmer and more structured method is better suited for phlegmatic students.

METHOD

This study aims to analyze the Arabic learning styles of sixth-semester students in the Arabic Language Education (PBA) program with choleric and phlegmatic personality types at UIN Mataram. The approach used in this research is a *mixed method*, which combines both quantitative and qualitative approaches to gain a more comprehensive understanding of the subject. Mixed method research integrates quantitative and qualitative data and analysis within a single study to enhance the validity of the research findings (Hendrawan, 2022).

The quantitative approach was carried out by distributing a Google Form questionnaire to identify the students' personality types and their learning styles in Arabic. The quantitative data were then analyzed manually to calculate the percentage distribution of respondents' personality types. Subsequently, the qualitative approach was used to explain and deepen the understanding of the quantitative results. The researcher conducted interviews to explore further how students' personalities influence their Arabic learning styles.

Data collection techniques included observation, questionnaires, and interviews. Data analysis was conducted descriptively by integrating both quantitative and qualitative approaches. The quantitative data from the

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questionnaire served as the basis for classifying personality types and learning preferences, while the qualitative data from interviews provided a descriptive interpretation of the patterns found in the quantitative findings.

Thus, the analysis in this study is expected to provide a comprehensive overview of how choleric and phlegmatic personality types influence the Arabic learning styles of sixth-semester students in the PBA program at UIN Mataram.

FINDINGS AND DISCUSSION

Distribution of Students' Personality Types

This research began by distributing a questionnaire to sixth-semester students of the Pendidikan Bahasa Arab (PBA) program at the Fakultas Tarbiyah dan Keguruan(FTK), UIN Mataram. The questionnaire consisted of a series of statements representing the four personality types: sanguine, melancholic, phlegmatic, and choleric. Below is one example from the 40 questionnaire items used in the study.

1. Pilih kategori yang sesuai dengan diri kamu! *

- A.Penuh kehidupan, sering menggunakan isyarat tangan, lengan, dan wajah secara hidup.
- B.orang yang mau melakukan suatu hal baru dan berani dengan tekad yang kuat.
- C.suka menyelidiki bagian-bagian hubungan yang logis dan semestinya.
- D.Mudah menyesuaikan diri dan senang dalam setiap situasi.

The questionnaire was designed with the condition that each answer option is coded to indicate a tendency toward one of the four personality types. Answer A indicates that the student tends toward a sanguine personality, answer B indicates that the student tends toward a melancholic personality, answer C indicates that the student tends toward a choleric personality, and answer D indicates that the student tends toward a phlegmatic personality.

Based on the results of the questionnaires received, a total of 25 respondents were identified with the following distribution:

1. Six students exhibited a tendency toward a choleric personality.
2. Seven students exhibited a tendency toward a phlegmatic personality.
3. Five students exhibited a tendency toward a sanguine personality.

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4. Seven students exhibited a tendency toward a melancholic personality.

However, in the following discussion, students identified as sanguine and melancholic will not be covered, as this study focuses only on the comparison between choleric and phlegmatic personalities in terms of their learning styles.

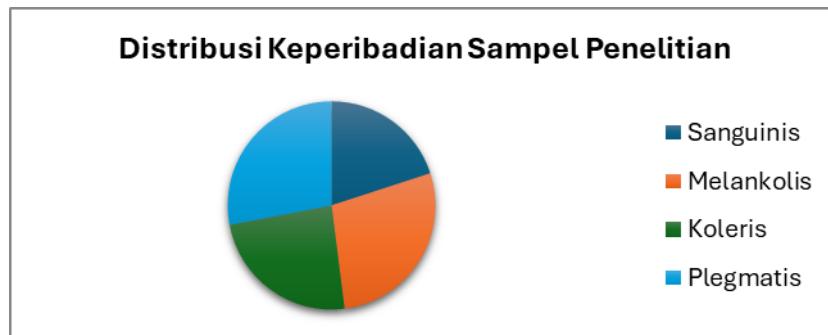


Figure 1.2: Distribution of Personality Types Among Sixth-Semester Students of PBA FTK UIN Mataram

The following is the breakdown of the choleric and phlegmatic students who participated as respondents in this study:

Table 1: Research Sample Breakdown

Personality Type	Number Students	Student Names
Choleric	6 students	Muhammad Hadis, Ogi Nurmansyah, Habibah Aisyah Rahmani, Shofiatin Nadhifa, Baiq Hayatun Satifa
Phlegmatic	7 students	Tegina Pebiana, Erly Latifa Dayyinati, Novina Inka Rahmawati, Nina, Wulan Aulia Putri, Lalu Izzul Islam, Maria Ulfa

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Results of the Student Learning Style Questionnaire

After identifying each respondent's personality type, the choleric and phlegmatic students were asked to fill out a questionnaire regarding their learning habits or styles in studying Arabic. The questionnaire was specially designed according to the characteristics of choleric and phlegmatic personalities. The questionnaire consists of 10 statements, with 5 statements reflecting the choleric learning style, and 5 statements reflecting the phlegmatic learning style. The answer choices were either Yes or No. Below is the recap of the number of Yes responses from each group:

Table 2. Results of the Learning Style Questionnaire for Phlegmatic and Choleric Students

No.	Statement	Learning Style	Choleric (n=6)	Phlegmatic (n=7)
1	I like to learn Arabic vocabulary with a target number of memorized words each week.	Choleric	4	2
2	I find it easier to understand Arabic lessons in a calm and non-rushed classroom.	Phlegmatic	1	7
3	I feel motivated to master Arabic when there is a competition or challenging exam.	Choleric	5	1
4	I prefer to learn Arabic slowly but consistently.	Phlegmatic	2	5
5	I like to raise my hand and answer when the lecturer asks a question in class.	Choleric	4	1
6	I am more comfortable learning Arabic by listening to the teacher's explanation and taking notes.	Phlegmatic	1	5
7	I enjoy finding my own Arabic learning methods if I feel the	Choleric	5	3

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No.	Statement	Learning Style	Choleric (n=6)	Phlegmatic (n=7)
	classroom method is not suitable.			
8	I prefer following a systematic guide to learning Arabic and do not like sudden changes.	Phlegmatic	1	5
9	I feel more efficient learning grammar and morphology directly from exercises, not long explanations.	Choleric	4	2
10	I understand better when learning Arabic with friends in a relaxed atmosphere.	Phlegmatic	3	5

Learning Style of Choleric Personality Students

Students with a choleric personality tend to exhibit an active, dynamic, and result-oriented learning style. They have dominant characteristics, enjoy challenges, and seek efficiency in the learning process. As seen in the data from Table 1.2, point 1 shows that 4 out of 6 choleric students enjoy setting targets for the number of vocabulary words to memorize each week. Point 3 also reveals that 5 out of 6 choleric students feel they learn faster when there is a quiz or exam. This suggests that these students are accustomed to a learning style based on competition or goal-setting.

Furthermore, point 7 indicates that 5 out of 6 choleric students tend to seek other learning methods if they feel the classroom approach does not suit them. Point 9 shows that 4 out of 6 choleric students find learning through exercises more effective than reading too much theory. This demonstrates that their learning style is independent, critical, practical, and they tend to take the initiative in finding solutions on their own.

In point 5, it can be seen that 4 out of 6 choleric students enjoy taking the initiative to raise their hands and answer when the lecturer asks a question in class. This shows that choleric students tend to have high confidence and courage in expressing their opinions.

These points are further reinforced by interview results conducted after the questionnaire was distributed. The purpose of the interviews was to

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confirm the questionnaire responses and explore the reasons behind their preferences. The interview results show that students with a choleric personality tend to prefer visual and kinesthetic learning styles, which aligns with the fundamental characteristics of choleric personalities: active, dynamic, and highly motivated to achieve their goals.



Figure 1.3: Interview Documentation with Respondent

One respondent, Ogi Nurmansyah, revealed that he prefers direct to the-point learning rather than learning that focuses too much on theory. He enjoys methods such as quizzes and presentations in front of the class. Of the four linguistic skills in Arabic, he enjoys learning *maharah kalam* the most, as it gives him the opportunity to express his opinions directly. From this, we can conclude that choleric students need a learning environment that supports hands-on practice and allows for flexibility in taking initiative.

Learning Style of Phlegmatic Personality Students

Students with a phlegmatic personality tend to exhibit a learning style that is almost the opposite of choleric students. The learning style of phlegmatic students is characterized by calm dynamics, structure, and a preference for avoiding pressure. The results of the questionnaire indicate that most of them answered "Yes" to statements describing a learning process that is unhurried, organized, and emotionally comfortable.

From the questionnaire results in Table 1.2, it can be seen that all 7 phlegmatic students agree that they find it easier to understand material in a calm classroom setting. This indicates that a noisy classroom and fast-paced learning dynamics could disrupt their concentration. Furthermore, in point 8, it is clear that 5 out of 7 phlegmatic students prefer to follow the established learning guidelines. This aligns with their consistent personality, as they tend to dislike sudden or abrupt changes in the learning method.

In addition, from points 4, 6, and 10, we can observe that most phlegmatic students enjoy a learning process that is relaxed, slow, but steady.

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They prefer lecture-based methods with note-taking, which involves minimal pressure and is focused on stability.

These statements are further supported by the results of interviews conducted with several phlegmatic personality respondents. The interviews revealed that most students with a phlegmatic personality prefer learning that is based on in-depth understanding, rather than rapid memorization or challenging methods such as presentations in front of the class. They prefer listening to lectures, taking notes, and taking their own time to understand the material thoroughly.



Figure 1.4: Interview Documentation with Respondent

One respondent, named Tegina, mentioned that she prefers *istima'* (listening comprehension) materials over *kalam* (speaking), and enjoys learning by listening to audio materials rather than methods that require her to speak in front of the class or do presentations. Thus, it can be concluded that phlegmatic students require a peaceful and stable classroom environment, with dynamics that are not overly pressuring.

Comparison and Interpretation

The comparison between the two groups shows a clear contrast. In brief, the differences between them can be seen in the table below:

Table 1.3: Comparison of the Learning Styles of Choleric and Phlegmatic Students

Aspect	Choleric	Phlegmatic
Learning Motivation	Challenges, Targets, and Competition	Stability and Comfort

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Aspect	Choleric	Phlegmatic
Learning Pattern	Fast, Direct, and Efficient	Slow, Gradual, Consistent
Interaction Style	Independent and High Initiative	Listener, Note-taker, Collaborative
Method Preference	Quizzes, Presentations, and Discussions	Lectures, Routine Exercises, Small Group Discussions
Appropriate Lughawiyyah Skill	Kalam (Speaking)	Istima' (Listening)

The various results obtained reinforce the assumption that a person's personality has a significant influence on their learning style. However, this assumption is not absolute, as some choleric respondents showed learning tendencies similar to those of phlegmatic students, and vice versa. This indicates that learning style is not solely determined by personality; other factors, such as the learning environment and experiences, also play a role.

CONCLUSION

This study shows a striking difference in the learning styles of students with choleric and phlegmatic personalities in learning Arabic. Choleric students tend to have an active, dynamic, and competitive learning style. They enjoy challenges, targets, and direct, practice-based learning methods such as presentations, discussions, and exercises. They are also more suited for developing speaking skills (maharah kalam) due to their dominant character and high initiative.

On the other hand, phlegmatic students show a preference for a calm, structured, and stable learning style. They feel more comfortable in a relaxed learning environment, with consistency and minimal pressure. The methods that suit them include lectures, routine exercises, and small group discussions, with an emphasis on listening skills (maharah istima') and reading (maharah qira'ah), in line with their reflective nature and tendency to avoid confrontation. These findings reinforce the idea that learning styles are significantly influenced by personality traits, although this is not absolute, as factors like the environment and experiences also play a role.

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