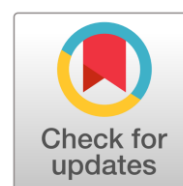




## Implementation of the Al-Miftah Method in Mastering Arabic *Mufradat*

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### Abstract

**Purpose** - The aims of this study include: Describing the Arabic mufradat mastery of upper-class students and describing the stages of applying the Al-Miftah method in mastering Arabic mufradat at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang, and the impact of the application of the Al-Miftah method.

**Design/methodology/approach** - The aims of this study include: Describing the Arabic mufradat mastery of upper-class students and describing the stages of applying the Al-Miftah method in mastering Arabic mufradat at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang, and the impact of the application of the Al-Miftah method.

**Findings/results** - The results showed that: Arabic mufradat mastery of upper-class students reached 30 mufradat mastered in each class and achieved Arabic mufradat learning indicators in the form of correctly composing sentences. The stages of applying the Al-Miftah method at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang start from the opening, apperception by singing nadhom

*mufradat Al-Miftah, delivering material, understanding the material, practising, evaluating and closing. he impact of the application of the Al-Miftah method in mastering Arabic mufradat, students begin to be able to apply mufradat as interaction material and write Arabic sentences.*

**Originality/value** - *The originality of this study lies in the utilization of the Al-Miftah method for teaching Arabic mufradat in Islamic boarding schools, resulting in significant achievements in students' Arabic language proficiency.*

**Paper type** - *Research paper*

**Keywords:** *Al-Miftah Method, Vocabularys, Arabic.*

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## Introduction

In this millennial era, foreign language skills are the basic standard for understanding various sciences. Language has a major role in students' knowledge and social and emotional development (Nuha 2018; Amin and Nurhayati 2020a; Al-Khasy and Yusuf 2020). Through language, it is hoped that students will be helped as a supporter of success in learning other subjects. Noting how important the position of language is in the learning process, language becomes one of the abilities that need to be developed. Howard Gardner, an American education and psychology expert in the theory of linguistic intelligence, argues that the ability to think in words and use language in expressing and attaching importance to complex meanings when students communicate with other people, so that language can be said to be an intermediary that connects students. one person to another in terms of communication and interaction (Wahyudi, Hidayat, and ... 2020; Bariyyah and Aan 2020).

Language cannot be separated from vocabulary, which is one of the main elements in learning foreign languages. In addition to grammatical rules, there are also language elements that must be known in language learning consisting of five elements, namely: the pronunciation of *ilm al-ashwat* (phonology), the spelling system (*kitabab al-hurf*), vocabulary or *mufradat* (lexicon), morphology or *sharf* and sentence structure or *ilm nahw* (syntax) (Nuha 2021). If someone wants to learn a language, the first step that must be known is vocabulary because someone can't master the language without making an effort to understand the vocabulary of the language. Every language has a vocabulary that functions and greatly influences language learning, especially for Indonesian students who want to learn world languages. Therefore, vocabulary becomes a necessity in learning or mastering the language and demands that underlie students in getting the language (Amalia, Ulin Nuha, and Nashoih 2022).

In Indonesia, Arabic subjects are one of the supporting subjects taught at Islamic boarding schools, where these subjects can provide a positive role for students to be able to more easily understand other religious issues, including *Al-Qur'an Hadith*, *Fiqh*, *Aqidah Akhlak* and History of Islamic Culture which contains the competency standards of students so that they can know and understand Arabic vocabulary (*mufradat*) related to these subjects.

As it is known, Arabic belongs to an advanced language family, where Arabic is also the language of the Qur'an. Adequate mastery of Arabic vocabulary can certainly help in communicating and writing Arabic. Therefore, vocabulary mastery is considered an important role in the language learning process or in language development which depends on the quantity and quality of the vocabulary mastered because the more vocabulary is learned, the greater the chances of being skilled in the language (Falah 2021; Amalia, Ulin Nuha, and Nashoih 2022; Mufidah and Rohima 2020).

In this modern era, Arabic is the language of instruction in Islamic boarding schools. It has happened in Indonesia, where Arabic is used as a language of communication and an introduction to everyday life in Islamic educational institutions (Badruzzaman 2020; Baroroh and Tolinggi 2020). The Indonesian population, which is predominantly Muslim, recognises the importance of Arabic to be learned as in learning religion, it is necessary to have an intermediary source to understand knowledge through Arabic. Therefore, many educational institutions in Indonesia, both formal and non-formal, increase mastery of language (Luthfi Manaf 2021).

Learning Arabic in Indonesia has been going on for quite a long time, but learning cannot be separated from various problems. The view of the students is that Arabic is a foreign language that is difficult to digest even though they are offered religious character education in their environment every day. The reason is that the students also view the Arabic language subject as boring because the methods applied by the teacher are less varied. How important is the vocabulary aspect in learning Arabic, so is it necessary to use certain methods to achieve the expected goals in teaching? So, to realise the ability to master *mufradat* in education, institutions need to apply special techniques in meaningful learning of students quickly and efficiently. A form will be considered effective if the plan pays attention to the interests and abilities of the students (Aldo and Wahyuningsih 2020; Mahmudah 2019).

The world of students at the elementary level is synonymous with playing, singing and telling stories. Therefore, teachers must continue to evaluate using teaching methods by study groups and strive to make learning Arabic vocabulary meaningful. Teachers must be ready to

apply interesting learning methods so that students are interested in what is being taught and can focus on the lesson. At the same time, the main way in the learning system within the Islamic education foundation is the *lalaran* system, which students commonly apply to repeat sentences that have been deposited together. In this system, students every day do *lalaran* from what has been learned to make it easier for students to memorise and not easily lose and also read to launch what they want to remember (Hidayah and Susilo 2020). In learning Arabic, there are several ways or methods used. To produce quality students in master Arabic *mufradat*. Traditional learning methods are applied, namely, methods whose learning is carried out according to old habits by the institution. In addition, there are also modern learning methods, namely methods whose learning is the result of renewal by incorporating techniques that have developed in contemporary society. However, it is only sometimes followed by implementing a modern system, namely the institutional system (Noza Aflisia, Hendriyanto Hendriyanto, and Andewi Suhartini 2022).

In this research is different from previous research such as research from Amin and Nurhayati (Amin and Nurhayati 2020a) and Muzaky dan Ishari (Muzaky and Ishari 2020) which focused on improving Al Miftah's method of reading books. As this research introduces novelty by focusing on the mastery of vocabulary (*mufradat*) in Arabic language learning using the Al-Miftah method at Al-Ikhlas Islamic Boarding School Tambakberas Jombang. The novelty lies in the teaching approach that combines principles of grammar (*nahwu*) with vocabulary comprehension in the context of Arabic language education. The Al-Miftah method integrates *mufradat* understanding with *nahwu* rules, offering a holistic approach to enhancing students' Arabic language comprehension. Furthermore, considering the predominantly Muslim population in Indonesia, where Arabic language proficiency, particularly in *mufradat*, is vital for understanding Islamic teachings, this research holds substantial relevance and potential for contributing significantly to the development of Arabic language education in Indonesia.

Based on the pre-research through interviews with Muhammad Sulthon Aziz, an Arabic teacher at the Al-Ikhlas Islamic Boarding School Tambakberas Jombang, upper-class students at this Islamic Boarding School when the new method had not been implemented, their mastery of Arabic *mufradat* was still lacking in indicators including still not being able to include *mufradat* in the form of sentences properly and correctly, writing long and short *mufradat* that is memorised is still not appropriate (wcr/05/06/2022). At the same time, the indicators for upper-class *mufradat* learning include: being able to translate the form of

*mufradat* well, being able to pronounce and rewrite properly and correctly, and using the number (sentence) properly and accurately in written and spoken form. Therefore, there have been various attempts by Islamic boarding schools to provide multiple ways or methods to overcome this problem, such as applying the direct method, the conversation method, the reading method, the translation method and so on. However, the Al-Ikhlās Tambakberas Islamic Boarding School in Jombang is an Islamic educational institution that differs in how it teaches Arabic. The Al-Miftah Method was adopted from the Salafiyah Islamic Boarding School Sidogiri Pasuruan and had many advantages in terms of delivery and the physical book.

The Al-Miftah method is a method of learning Arabic and books with a combination of *kaidah nahwu* so that students not only understand the *mufradat* of Arabic but are expected to understand the *kaidah nahwu* (Amin and Nurhayati 2020b). This method has quite useful and interesting content, with attractive and colourful designs so that students do not get bored, and it is very suitable for children. Likewise, in terms of delivery, Muhammad Sulthon Aziz, an Arabic teacher at the Al-Ikhlās Tambakberas Jombang Islamic Boarding School, argues that this method is accompanied by songs and schemes familiar to children's ears which aim to facilitate memorisation of the material being studied. This method is directly taught to students at the Al-Ikhlās Islamic Boarding School Tambakberas Jombang (wcr/05/06/2022).

In addition, there are also interesting things about the Al-Ikhlās Islamic Boarding School Tambakberas Jombang, which is one of the Islamic Boarding Schools that is suitable for applying the Al-Miftah method because this Islamic Boarding School is under the auspices of an Islamic education foundation whose daily activities study religious knowledge. So that the Al-Miftah method is very easy to apply because it is possible to help to understand through mastery of Arabic *mufradat*; from this description, the researcher wants to know how the application of the Al-Miftah method in mastering *mufradat* at the Al-Ikhlās Islamic Boarding School Tambakberas Jombang is applied. By understanding the stages and processes of using the Al-Miftah method, the researcher hopes to provide additional information that is good in terms of material about the importance of mastering Arabic *mufradat* and how to teach *mufradat* to attract students so that they are enthusiastic and motivated to learn Arabic. The researchers raised the study's title "Implementation of the Al-Miftah Method in Mastering Arabic *Mufradat* at Al-Ikhlās Islamic Boarding School Tambakberas Jombang".

## Method

This study uses qualitative research methods, namely research in which the data and results are related to interpreting the explanation of the data found in the field during the investigation (Aminah 2019; Hamzah 2021). The location of this research is Al-Ikhlas Islamic Boarding School Tambakberas Jombang. The data sources in this study are primary data in the form of interviews, observations and documentation. Interviews will be conducted with Al-Miftah's special teaching teachers and upper-class students. However, the words will be carried out around the Al-Ikhlas Islamic Boarding School Tambakberas Jombang environment. The documentation will be obtained from the data held by the institution, and secondary data such as literacy, reports, scientific research and existing documentation relating to the Al-Miftah method in improving the mastery of Arabic *mufradat*.

The techniques and instruments of data collection include: direct observation or observation of the conditions and situations of the learning process and the implementation of Arabic learning at the Al-Ikhlas Islamic Boarding School Tambakberas Jombang; interviews conducted by researchers interviewing Arabic language teachers, boarding school caregivers and students at Al-Ikhlas Islamic Boarding School Tambakberas Jombang; Documentation, any written material such as announcements, rules of an institution, or photographs is called documentation. While the data analysis technique in this research is data reduction, by conducting a strict selection of data, summaries or brief descriptions, and classifying them into a broader pattern; data presentation is an activity when a collection of information is compiled, thus giving the possibility of drawing conclusions and taking action; Conclusions are drawn by researchers continuously while in the field directly or from library data.

In this study, the researcher chose a triangulation technique to check the validity of the data. Triangulation is a multi-method used by researchers when collecting and analysing data (Hermawan 2019; Aminah 2019). Therefore, researchers choose triangulation because it can use other data for checking or comparing data. Other things that are used to check data are data sources, research methods, researchers, and theories. In qualitative research, there are four types of triangulation techniques, namely triangulation of data sources, (2) researcher triangulation, (3) methodological triangulation, and (4) theoretical triangulation. In this case, the researcher chose two triangulation approaches: triangulation of data sources and methodological triangulation.

# Result and Discussion

## Result

### **Mastery of Arabic *Mufradat* for Upper Class Students at Al-Ikhlās Islamic Boarding School Tambakberas Jombang**

Arabic vocabulary, or *mufradat*, is one of the most important elements in the language, including Arabic, in addition to the rules of grammar or the science of nahwu and sharaf. Every language, including Arabic, has a vocabulary that has a great function, role and influence in language learning. *Mufradat* is influential in all aspects of *istima'*, *kalam*, *qiro'ah* and *kitabah* skills. Therefore, learning or expanding vocabulary is a prerequisite and an underlying demand for a person to master a language (Nuha 2020).

Mastery of *mufradat* is very important because then *mufradat* becomes a means or media for understanding and understanding as the core of the purpose of learning Arabic. Therefore, learning Arabic and mastering *mufradat* have an important bond that must go hand in hand (Ulin Nuha and Musyafa'ah 2022).

As the results of an interview with Muhammad Sulthon Aziz, an Arabic teacher:

*"In mastering a language, it is necessary to have mastery, understanding of mufradat/vocabulary to support fluency in the language, because the more mufradats that are mastered, the better in Arabic in terms of saying, translating, and reading it" (wcr/17/07/2022)*

Based on the results of observations made by researchers, the mastery of Arabic vocabulary or *mufradat* of students at the Al-Ikhlās Islamic Boarding School Tambakberas Jombang is quite optimal. In this sense, the students of the Al-Ikhlās Islamic Boarding School Tambakberas Jombang have started to achieve indicators related to optimally developed *mufradat* mastery of students, including *maharah kalam*, *maharah qiroah*, *maharah istima'* and *maharah kitabah*.

Explanation by the caretaker of the Jombang Al-Ikhlās Tambakberas Islamic Boarding School, Gus Hasyim, in the process of mastering Arabic *mufradat* until now:

*"In the past, before the Al-Miftah method, children had difficulty memorising and understanding mufradat. Thank God it is starting to develop; the al-miftah method has started to be applied at the Al-Ikhlās Islamic Boarding School Tambakberas Jombang since 2019, yes, but the timing is less effective because of this pandemic. But Alhamdulillah, it has started to reach the learning indicators. For indicators of mufradat learning at the basic level, students must be able to translate mufradat properly and correctly, rewrite what has been dictated or istima' properly and correctly, and compose sentences properly and accurately. For the mufradat to be mastered, each chapter has about 8 to 12 that must be properly memorised. In his class, there are 30 mufradat that must be learned" (wcr/17/07/2022)*

Based on observations in class, each student is required to master Arabic *mufradat* in each chapter of their course. *Mufradat* Arabic in each chapter, 8 to 12 *mufradat* must be learned. For the assessment will be made for *maharah istima'* and *maharah kitabah*. With the aim of students not only knowing or memorising the *mufradats* in the students' books but also knowing writing and can compose sentences properly and correctly (Obs./18/07/2022).

The stages in learning Arabic *mufradat* at Pondok Pesantren Al-Ikhlas Tambakberas Jombang based on observations include: The teacher gives a picture, the teacher provides an example, recites the pronunciation of the *mufradat*, demonstrates the spoken *mufradat*, the students imitate the accent of the *mufradat*, the teacher gives examples of correct writing on the blackboard, and students learn to write *mufradat* according to the model. Not all *mufradat* can be memorised immediately, and not all students of Al-Ikhlas Islamic Boarding School Tambakberas Jombang can digest it. Therefore, the teacher tries to repeat the pronunciation of the Arabic *mufradat* and is heard by the students. Besides being repeated, the spelling of the *hijaiyah* letters is also written according to the punctuation marks. Explain the meaning of *mufrod*, which has been said many times and written so that it is easy to understand.

Based on an interview with Muhammad Sulthon Aziz, an Arabic teacher at the Al-Ikhlas Islamic Boarding School Tambakberas Jombang:

*"The children are not all basic in their family or environment from religious education, or the Qur'an is fluent, so sometimes it is necessary to repeat the reading of mufradat up to sometimes 3 to 5 times to understand the reading, the meaning of the mufradat and the writing on the board to make it clearer. After the reading is clear and the children understand how to read the mufradat correctly, they repeat the mufradat that has been heard, understood, and written in the book. This way, it will be easier to remember, understand the correct reading and writing, so you not only know what to read but also know how to write it"* (wcr/17/07/2022)

In its application, *mufradat* learning is categorised according to the difficulty level as the results of observations in the Al-Ikhlas Islamic Boarding School Tambakberas Jombang environment. Before teaching the *mufradat*, the teacher grouped the difficult and easy *mufradat*. *Mufradat* that is difficult will continue to be repeated by giving examples of the *mufradat*. For *mufradat* that are easy or often heard, remember to teach them.

Based on the documentation, several students from each class from the Al-Ikhlas Islamic Boarding School Tambakberas Jombang have started to reach the indicator. Santri have been able to mention the *mufradat* according to the class material and its meaning well; the santri have also begun to be able to compose sentences in Arabic correctly, and the santri have been able to give reasons related to the preparation of the Arabic *mufradat* (Doc./10/02/2022).

There is an interview with Muhammad Hadi, an upper-class student at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang:

*"Learn colours and objects in the class, and make sentences too. Hadzihi mihfadhotun hamrou. Yes, because ta shows women, right, mihfadhotun has ta marbutho, like the song Hadza hadzani hadzihi haulai for all those close"*

*(wcr/13/08/2022).*

The purpose of mastering Arabic *mufradat* is none other than the hope that students can understand what is read in worship as Muslims. As the caretaker of the Al-Ikhlâs Islamic Boarding School, Tambakberas Jombang said:

*"The goal of santri is to be able to speak Arabic so that they understand what is said when praying. As Muslims, it is necessary to instil these children early. It's funny if you memorise it without knowing the meaning."*

*(wcr/13/08/2022)*

Researchers found findings in the Arabic learning process, including the behaviour of students in the learning process was good even though some students still liked to talk to their friends, learning was not only done in the classroom but also outside the classroom, female students were more enthusiastic in learning Arabic using the Al-Miftah method, the teacher always guides, gives examples of the *hijaiyah* letter sound grammar, *mufradat* and the arrangement of sentences correctly, the teacher is good at applying the Al-Miftah method in learning Arabic. From this description, it can be seen that the mastery of Arabic *mufradat* of students at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang has begun to reach the indicators of Arabic *mufradat* learning. Most students have been able to translate the *mufradat* properly and correctly; the students have also started to be able to compose the Arabic *mufradat* into correct sentences. Even though the answer is not direct, it still takes time to think.

### **Stages of the Al-Miftah Method in Mastering *Mufradat* Arabic for Upper-Class Students at Al-Ikhlâs Islamic Boarding School Tambakberas Jombang**

The researcher collected data regarding implementing the Al-Miftah method in mastering Arabic *mufradat* at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang in three ways. First, interviews with Arabic language teachers and several students who took part in learning the Al-Miftah method and interviews with boarding school caregivers as reinforcement of the data obtained. Second, researchers conducted direct observations. Third, researchers do documentation as evidence of interviews, observations and anything related to this research.

In its implementation, the Al-Miftah method has a process of teaching and learning activities carried out at the Al-Ikhlas Islamic Boarding School Tambakberas Jombang, including several steps taken:

Preparation in a teaching and learning process is the beginning of what the teacher does. The teacher prepares everything related to student interactions during class, determining the objectives and what material to deliver. In learning Arabic, the Al-Miftah method is applied where the first preparation made by the teacher is mental because they have to face students with diverse abilities and backgrounds in each grade level. Several components must be considered before carrying out the learning process: 1) Determining learning objectives; in the learning process, goals are very important because, with the learning objectives, the teaching and learning process will be clear. The objectives to be achieved by the Al-Ikhlas Islamic Boarding School Tambakberas Jombang are that students can complete the indicator of mastery of Arabic *mufradat*; 2) Determine the materials, the material to be taught at the Al-Ikhlas Islamic Boarding School Tambakberas Jombang in the Al-Miftah program is adjusted to the grade level. The teacher prepares the fabrics and materials to be conducted so that later the students are better prepared to understand, memorise, and apply whatever is conveyed through the Al-Miftah method; 3) Compiling an evaluation is a very important component because the review will be able to find out how far the students' abilities in understanding the Al-Miftah material that has been studied together. The Al-Miftah method used written and oral tests to compile the evaluation tool.

Implementation learning of the Al-Miftah method at the Al-Ikhlas Islamic Boarding School Tambakberas Jombang will be carried out after all the tools and needs for learning activities have been met. The next step is to carry out what was previously planned. This implementation stage emphasises how teachers can better understand students in more detail about the Al-Miftah method. At this stage, several processes are taken to carry out Al-Miftah learning. Al-Miftah learning is implemented daily, namely *istima'* or listening to *mufradat* songs and *kaidah nahwu* led by *isti'lamat*. The Al-Miftah method has four volumes of learning books. Of the four volumes, the learning process still needs to be completed or taken at once but has stages that the Islamic boarding school has planned. Gus Hasyim as the caretaker of the Al-Ikhlas Islamic Boarding School Tambakberas Jombang, slightly conveyed the division of learning using the Al-Miftah method according to the grade level, namely the lower class specifically recognises *mufradat* by reading and singing *mufradat*. At the same time, the middle and upper classes not only *mufradat* but also understand the *kaidah nahwu*, which are

summarised in four volumes of the Al-Miftah book. Several statements by the Al-Ikhlās Tambakberas Islamic Boarding School students in Jombang regarding applying the Al-Miftah method made them enthusiastic, easy to understand and not bored. Because of the Al-Miftah method, it is packed with popular songs in *nadhom* or *kaidah nahwu* (Obs/21/02/2022).

The Al-Miftah method includes indicators of Arabic learning, namely *maharah kalam*, *maharah qiroah*, *maharah istima'* and *maharah kitabah*. The approach in the Al-Miftah method is repeated because the Al-Miftah method itself has pocket *nadhoms* in each volume and even each chapter which is formed with songs, making it easier for students to remember and understand what they have learned in Al-Miftah. The Al-Miftah method has four volumes of Al-Miftah books and one *nadhom* pocketbook. Before the teaching and learning process begins, the students read the prayer and will continue to read *nadhom* for about ten minutes and be guided by the teacher. Then the teacher starts the learning process according to the Arabic language material and is connected to the Al-Miftah volume book (Obs/02/08/2022). The learning process at the Al-Ikhlās Islamic Boarding School Tambakberas Jombang lasts for one hour, in contrast to the Al-Miftah method in the centre, which is applied from morning to night, but at the Al-Ikhlās Tambakberas Islamic Boarding School Jombang due to time constraints. From some of the statements above, learning Arabic using the Al-Miftah method is used throughout the class but by the distribution of the school. Learning the Al-Miftah method is focused on deepening Arabic learning and mastery of Arabic *mufradat*. Before the Al-Miftah method was applied, Arabic teaching teachers had attended training at the Sidogiri Islamic Boarding School, so the directed approach was by the objectives.

Evaluation is carried out to determine the development and improvement that occurs in students. The Al-Miftah method at the Al-Ikhlās Islamic Boarding School Tambakberas Jombang also has an assessment of each finished material studied orally and in writing and is followed by an evaluation that coincides with the mid-semester and end-semester exams. The teacher will provide practice questions to measure the ability of students to learn Arabic, of course, in *mufradat* learning. The teacher can determine the student's abilities based on the evaluation carried out every day to the students in the Al-Miftah learning process. So that teachers can improve the learning process that may still be lacking in students' understanding.

**The Impact of Application of the Al-Miftah Method in Mastering the Arabic Language Mufradat for Upper-Class Students at Al-Ikhlās Islamic Boarding School Tambakberas Jombang**

These results were obtained through direct interviews with Arabic teachers at the Al-Ikhlâs Islamic Boarding School Tambakberas Jombang that there was a good impact after implementing the Al-Miftah method in learning Arabic, especially in mastering Arabic *mufradat*. Mastery of *mufradat* means how students can apply Arabic *mufradat* in form. The application of *mufradat* becomes a perfect sentence, and the application is for interaction with other people.

The impact of the application of the Al Miftah method is that students can make sentences and speak Arabic correctly, students can rewrite sentences that are heard properly and accurately, there have been several achievements over the last three years, several students of Al-Ikhlâs Islamic Boarding School Tambakberas Jombang participated in the competition. Arabic debate got 3rd place (Dok/13/07/2022). The role of *mufradat* in learning Arabic is very important, where *mufradat* is a form of sentence structure, and *mufradat* is an explanation of the position in a sentence. *Mufradat* becomes an important element in a language because the more you master the *mufradat*, the more fluent you will be. While there are four language skills: listening or *maharah istima'*, speaking or *maharah kalam*, reading or *maharah qira'ah*, and writing or *maharah kitabah*.

*"Alhamdulillah, it has had a good impact on those who are lazy to learn Arabic now; thank God, the enthusiasm for learning while singing; who was initially difficult to write Arabic sentences now can write properly and correctly knows how to distinguish the paired mufradat, begins to dare to speak Arabic even though it is mixed" (wcr/14/09/2022).*

At the beginning of applying the Al Miftah method, some students still felt embarrassed and objected to getting used to singing. Still, gradually they liked to sing because they knew the benefits of what was sung. As for the help, it will be easy to train students to memorise *mufradat*, memorise the *kaidah nahwu* over time and make the lessons not boring and become variations. Based on the results of observations during the application of the Al-Miftah method, the researchers found several of them: The enthusiasm of the students was very extraordinary in learning, although some were still hesitant to answer the teacher's questions, the understanding of the students in the preparation of Arabic *mufradat* was fairly good, the students began to show their ability the application of mastery of *mufradat* in the form of communication in the classroom using memorised Arabic *mufradat* and Arabic poetry literary works, the teacher has shown well in applying the Al-Miftah method, students during Arabic teaching and learning activities are accustomed to using the *mufradat* that has been learned to be used when communicating.

## Discussion

## **Mastery of Arabic *Mufradat* for Upper Class Students at Al-Ikhlas Islamic Boarding School Tambakberas Jombang**

Vocabulary has a great influence on language learning in it. Moreover, learning Arabic for Indonesian students also means learning a foreign language; therefore, expanding and mastering vocabulary is a prerequisite and an underlying demand for someone to know it. Mac Turck and Morgan state that a person can be said to be master when he has good knowledge in himself and then can apply that knowledge in the form of activities or activities so that a person's mastery can be measured by how he uses the knowledge he has as well as possible (Riska, Syamsuddin, and Usman, n.d.).

Based on the description above, it can be described that what is meant by mastery of Arabic *mufradat* is the ability of a person to use or utilise the *mufradat* possessed in communicating and interacting with other people using Arabic. Therefore, in learning, students are not required to understand and master all Arabic *mufradat* but are only limited to subject matter adapted to the specified curriculum so that there is no maximum target of how many words the students must master so that the lesson runs optimally. The ability of students to use the Arabic language to communicate and express ideas or ideas with their environment both orally and in writing is marked by the development of basic language skills, namely listening, writing, speaking and reading in Arabic. Arabic learning materials consist of language components and language skills. Components or elements of language consist of sounds, vocabulary and wording structures. At the same time, language skills consist of reading, writing, speaking and listening (Nizar 2021).

*Mufradat* Arabic students of the Al-Ikhlas Islamic Boarding School Tambakberas Jombang generally include common words. The meaning used is straightforward. Specific terms, figurative meanings, expressions and proverbs are not found in their writings except those that are very common, such as activities in the living room, school, playground, or classroom. All of that is by the development of the child's brain. Selection of the determination of the *mufradat* at the same time takes into account the amount of vocabulary that needs to be learned and mastered by Islamic boarding school students at the end of the program. To take into account a large number of speakers, the guidelines are that the language includes: (1) all the *mufradat* in the textbook and (2) several general *mufradat* in various fields of daily activities in the form of terms, proverbs in the curriculum according to the level of development. As Arabic learning develops, *mufradat* learning also needs to be given more attention. The quality of a person's language skills depends on the quantity and quality of the

mufradat he has because the richer the *mufradat* that is mastered, the greater the possibility of being skilled in the language.

As for the mastery of the *mufradat* of the students before the application of the Al-Miftah method, the ability of the students to achieve or master the *mufradat* of Arabic according to the provisions in the material has not yet been reached. It is different when the Al-Miftah method is applied; it is easier and faster for students to master the existing *mufradat* in the material; namely, in each chapter, there are 8 to 12 *mufradat* that must be memorised, each grade level, there are 30 *mufradat* that must be mastered so that the *mufradat* must be dominated by students upper-class there are 100 *mufradat*.

### **Stages of the Al-Miftah Method in Mastering Mufradat Arabic for Upper-Class Students at Al-Ikhlâs Islamic Boarding School Tambakberas Jombang**

After the researchers collected research data from interviews, observations and documents, the next researcher would conduct data analysis to explain the research results further. The researcher found that the Al-Miftah method had similarities with the drill method and a combination of the lecture and singing methods (Muzaky and Ishari 2020; Ubaidillah and Rifâ 2019). In applying the Al Miftah method, the teacher combines the class and singing methods. Because the material studied is always the same, namely the *mufradat* and the *kaidah nahwu*. Meanwhile, to make it easier for students to understand, the material that has been studied will continue to be repeated by the teacher in the hope that students will not easily forget what they have learned. Giving questions and practice questions to students will make it easier for teachers to train students to facilitate understanding of the material that has been studied.

Before doing the lesson, the teacher must prepare a lesson plan. In the planning, the teacher will determine what must be done in learning. There are several definitions of planning where the formulations differ from one another. According to Afthon dan Faedurrohman (Nuha and Faedurrohman 2022), planning determines the work that must be carried out to achieve the goals outlined. Planning here emphasises efforts in connecting and selecting something for the benefit of the desired future. Another definition states that planning is a satisfactory way to make activities run well, accompanied by various anticipatory steps to minimise the gaps that occur so that these activities achieve the goals that have been set (Albab 2021).

## **The Impact of Application of the Al-Miftah Method in Mastering the Arabic Language *Mufradat* for Upper-Class Students at Al-Ikhlas Islamic Boarding School Tambakberas Jombang**

The impact can be interpreted as an effect or effect. Every decision taken by a superior usually has its impact, both positive and negative impacts. Positive impact, namely influencing or giving an impression with the aim that they follow or support their wishes. At the same time, the negative impact is the desire to control or provide an image with the purpose that they keep an evil desire and cause certain consequences. The meaning of mastery is not much different from the meaning of ability, which is an ability. The General Indonesian Dictionary defines mastery as a correct understanding of a field of knowledge; it can also mean wisdom and skills (against a language or science) (Achadah and Aini 2021).

The impact of applying the Al-Miftah Method includes making students more understanding and understanding the *mufradat* and its *kaidah nahwu* because, in the Al-Miftah method, there is also media in the form of printed various colours in four volumes of books. As for discussing the *kaidah nahwu* so that students not only learn the *mufradat* but also understand the *kaidah nahwu*. Applying the Al-Miftah method positively impacts the meaning of mastery of *mufradat*, namely the application of *mufradat*. So, it is said that mastery of *mufradat* can apply *mufradat* to four language skills: *kalam*, *kitabah*, *istima'* and *qira'ah*. So not only can memorise *mufradat* but also be used and applied as the material for interaction with others as the application of the Al-Miftah method includes these four skills. *Nadhoman mufradat* became a special training, and *kalam* continued to learn to write (*kitabah*) according to what he heard and read (*qiroah*) well.

In addition to covering the four language skills, the Al-Miftah method publishes media in the form of a pocketbook, *nadhom mufradat* Arabic, which includes *mufradat* according to the material in the santri book. As for the *mufradat* that is in the pocketbook of *nadhom* Al-Miftah, among others: numbers 1 to 40, a count of 1 to 20, schools and their surroundings, houses and surroundings, body parts, family names, places and surroundings, schools and surroundings using easy language to be understood by students so that students can easily memorise it. The four volumes of Al-Miftah consist of songs on the *kaidah nahwu* and their discussion. The material discussed uses simple language so that students easily understand it according to the material in the santri book. The covers of the four volumes of Al-Miftah are colourful and attractive according to the age level of students who still like bright things. Hence, students are enthusiastic about using books as learning companions. The material

discussed uses language that students easily understand, some tables are easy to understand, and the table summary is by the material being studied.

This positively impacts students to accelerate the mastery of Arabic *mufradat* in *kaidah nahwu*. The skill of *mufradat* at the *Madrasah Ibtidaiyah* level is not limited to memorising the existing *mufradat* in the material but also to the application or application of the memorised *mufradat*. Through the application of the Al-Miftah method, students easily learn the application of Arabic *mufradat*, such as interacting with other people using Arabic according to the rules, writing Arabic *mufradat* according to the *makhraj* punctuation marks in Arabic, and learning *istima'* so that it is easy to memorise frequently. Do special exercises, and write literary works in the form of *insya'* or story essays using Arabic or Arabic poetry.

While there is no specific research directly examining the impact of the Al-Miftah Method on Arabic vocabulary mastery in Islamic boarding schools, several previous studies provide insights into the concept of vocabulary mastery in the context of language learning.

Impact of Teaching Methods on Vocabulary Mastery, Previous research has shown that effective teaching methods can have a positive impact on Arabic vocabulary mastery. For example, studies on Arabic language teaching in schools have demonstrated that teaching methods that focus on student interaction, the use of visual media, and repetitive reinforcement of material have a positive impact on vocabulary mastery. This finding aligns with the results of this study, indicating that the Al-Miftah Method, which employs various media and material repetition, has a positive impact on students' vocabulary mastery.

Importance of Vocabulary Mastery, many previous studies have emphasized the importance of vocabulary mastery in Arabic language learning. Vocabulary mastery is considered a crucial initial step in understanding and using Arabic effectively. This finding is also consistent with previous research stating that students' ability to apply vocabulary in various language skills (speaking, writing, listening, reading) is a significant indicator in Arabic language learning.

Influence of Learning Media, some previous studies have highlighted the role of learning media in enhancing vocabulary mastery. The use of colourful and engaging textbooks, as seen in the Al-Miftah Method, can boost students' interest and motivation for learning. This aligns with the finding that colourful and attractive books in the Al-Miftah Method motivate students to learn.

In terms of scholarly contributions, this research provides a deeper understanding of the impact of the Al-Miftah Method in Arabic language learning in Islamic boarding schools.

These findings can serve as a foundation for the development of more effective Arabic language teaching methods in the context of Islamic boarding schools and can help improve students' vocabulary mastery. Furthermore, this research underscores the significance of vocabulary mastery as an initial step in broader Arabic language proficiency, which holds crucial implications for Islamic religious education in Indonesia.

## Conclusion

In conclusion, the Al-Miftah Method significantly enhances upper-class students' mastery of Arabic *mufradat* (vocabulary) at Al-Ikhlas Islamic Boarding School Tambakberas Jombang. This approach positively impacts students by deepening their understanding of *mufradat* and *kaidah nahwu* (grammar rules) through colourful printed materials in four volumes. It enables students to apply *mufradat* in all four language skills: speaking (*kalam*), writing (*kitabah*), listening (*istima'*), and reading (*qira'ah*), going beyond mere memorization. The method provides a pocketbook with Arabic *mufradat nadhom* aligned with the curriculum, making learning more engaging and accessible. The Al-Miftah Method's visual appeal and language simplicity foster enthusiasm among students. This approach significantly accelerates *mufradat* mastery, allowing students to use Arabic effectively in interactions and writing, enhancing listening skills, and promoting practical application. Overall, this research contributes valuable insights into the importance of *mufradat* mastery in Arabic language learning, particularly in the context of Islamic education in Indonesia.

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