

Effectiveness of the *Al-Miftah Lil Ulum* Method in Reducing Student Boredom in Learning Arabic Grammar

Eva Maulidatul Hasanah¹, Khoiril Akhbar², Salma Abid Azzi³

^{1,2}Universitas Islam KH. Achmad Muzakki Syah Jember, Indonesia

⁴National School of Computer Science, Manouba University, Tunisia

✉ Email: evamaulida160903@gmail.com¹, akhbaramin5@gmail.com²,
muhammadrizqi935@gmail.com³, salma.Abid@ensi-uma.tn⁴

Article Information:

Received April 24, 2025

Revised May 10, 2025

Accepted May 12, 2025

Published June 20, 2025

Keywords: *Metode Al-Miftah Lil Ulum, kejenuhan, pembelajaran qowa'id, bahasa Arab, efektivitas.*

Abstract:

This research examines the success of several students in learning Arabic *qowaid* (grammar) at MTs Muqaddimatul Akhlaq. While observing Arabic language learning activities, the researcher identified several challenges, including 1) students' limited understanding of *nahwu* (Arabic syntax) rules and 2) a monotonous and unengaging learning system. The research aims to: 1) the effectiveness of the *Al-Miftah Lil Ulum* method in reducing student fatigue in learning Arabic *qowaid* and 2) whether the *Al-Miftah Lil Ulum* method improves students' mastery of Arabic *qowaid*. This research employs a qualitative descriptive approach, specifically field research, to analyze the implementation of the *Al-Miftah Lil Ulum* method. Data analysis techniques include domain, taxonomic, componential, and thematic analyses. The findings indicate that implementing the *Al-Miftah* method at MTs *Muqaddimatul Akhlaq* has been effective and aligns with the guidelines outlined in the *Al-Miftah Lil Ulum* method handbook.

Correspondent Author: evamaulida160903@gmail.com (Eva Maulidatul Hasanah)

How to cite: Hasanah, E. M., Akhbar, K., Zainal, M. R., & Azzi, S. A. (2025). Effectiveness of the *Al-Miftah Lil Ulum* Method in Reducing Student Boredom in Learning Arabic Grammar. *Journal of Arabic Language Teaching*, 5(1), 109–120. <https://doi.org/10.35719/arkhas.v5i1.2262>

Publisher: Arabic Language Education Department, Postgraduate of UIN Kiai Haji Achmad Siddiq Jember

Introduction

Students often perceive learning Arabic *qowa'id* (grammar) as tedious, particularly at primary and secondary levels, leading to disengagement and poor mastery (Taufiqurrochman et al., 2020). This issue arises due to conventional teaching methods emphasizing rote memorization rather than interactive and contextual learning (Sri Puspita br Sitepu & San Putra, 2025). For instance, many Islamic schools still rely on textbook-based instruction without incorporating multimedia or gamification, which diminishes student motivation (Mahmudah, 2025; Moreno et al., 2025). Given that Arabic is essential for understanding Islamic texts, this pedagogical gap hinders linguistic and religious education (Alafnan, 2025). The *Al-Miftah lil Ulum* method, with its structured yet engaging approach, offers a potential solution by integrating visual aids, songs, and practical applications (Metode & Miftah, 2025). Therefore, this study examines its effectiveness in reducing student boredom and enhancing Arabic grammar comprehension.

Previous studies highlight the effectiveness of interactive methods in language learning, such as game-based and project-based approaches (Mardiyah & Sofa, 2025). For example, Rosyada et al., (2025) found that contextual media significantly increases student engagement. However, most research focuses on general language acquisition rather than Arabic *qowa'id* specifically (Mutaqin, et. al., 2023). While *Al-Miftah lil Ulum* has been recognized for its systematic design (Adawiyah et al., 2025), few studies explore its impact on reducing learning boredom (Huda, 2020). Existing works emphasize technical aspects, such as material delivery (Fazira, 2023), but neglect motivational outcomes. This study fills that gap by evaluating how *Al-Miftah lil Ulum* enhances understanding and student interest in Arabic grammar.

Despite extensive research on language teaching methods, few address the specific challenges of Arabic *qowa'id* learning, particularly student disengagement (Masnun et al., 2025). For instance, while Active Learning and gamification are proven to reduce boredom (Jansukpum et al., 2025), their application in Arabic grammar remains underexplored (Masnun et al., 2025). *Al-Miftah lil Ulum's* unique combination of visual, auditory, and contextual learning (Fahmi & Latuf, 2025) offers a novel approach, yet no studies measure its effectiveness in mitigating boredom. This research bridges that gap by empirically testing its impact on motivation and comprehension, providing data-driven insights for curriculum developers (Trianita et al., 2024). By doing so, it advances both theoretical and practical frameworks for Arabic pedagogy.

This study is crucial because conventional Arabic *qowa'id* teaching fails to engage students, limiting their proficiency (Anggraeni & Nawawi, 2024). Interactive methods like *Al-Miftah lil Ulum* could transform learning outcomes by making grammar rules accessible and enjoyable (Toha & Wargadinata, 2023). For example, Mu'awwanah et al., (2023) showed that structured, applicative methods improve retention, while Hasibuan et al., (2023) emphasized the need for contextual examples. Addressing this issue is urgent, as poor Arabic mastery impedes religious and academic success (Umam et al., 2024). By validating *Al-Miftah lil Ulum's* efficacy, this research supports educational reforms to enhance Arabic instruction globally.

This study aims to evaluate whether *Al-Miftah lil Ulum* reduces boredom and improves *qowa'id* mastery among students. Specifically, it tests the hypotheses that (1) students exposed to this method will show higher motivation than those in traditional classes, and (2) their grammar comprehension will significantly improve. For instance, pre- and post-intervention surveys measure engagement levels, while tests assess grammatical accuracy. The findings will provide actionable strategies for educators to enhance Arabic learning experiences.

Methods

The location in this study is MTs *Muqoddimatul Akhlaq* which is located in Jember. This research is focused on teaching Arabic, especially in the context of teaching Arabic *qowa'id* using the *Al-Miftah Lil Ulum* method. The selection of this location is based on the application of the *Al-Miftah Lil Ulum* method which is considered to be able to overcome student saturation in the process of learning Arabic *qowa'id*. MTs *Muqoddimatul Akhlaq* has a reputation in the field of religious education and Arabic language, which makes it a relevant place to conduct this research. The students involved in this study are those who have taken

Arabic lessons in class and have undergone the *qowa'id* learning process using the *Al-Miftah Lil Ulum* method.

This research uses a qualitative approach with a case study type. The qualitative approach was chosen because it aims to gain a deep understanding of how the *Al-Miftah Lil Ulum* method is applied in Arabic *qowa'id* learning and how it affects student boredom (Mezmir, 2020). The type of case study was chosen because it allows researchers to focus on a specific phenomenon that occurs in MTs *Muqoddimatul Akhlaq*, where this method is applied to *qowa'id* learning (Silverman, 2023). Through this case study, researchers can delve deeper into how the learning process takes place and whether the method is effective in overcoming students' boredom and improving their understanding of Arabic *qowa'id* material.

The source of information in this study involved several informants who played an important role in the application of the *Al-Miftah Lil Ulum* method in MTs *Muqoddimatul Akhlaq*. The first informant is the principal, who has responsibility for the school's educational policy and can provide an overview of the reasons for choosing the *Al-Miftah Lil Ulum* method in learning Arabic. The second informant is the Deputy Head of Curriculum (*Waka Kurikulum*), who is directly involved in the planning and evaluation of learning in schools. The *Waka Curriculum* provides a perspective on the educational goals and how this method is applied in the Arabic curriculum. The third informant was an Arabic teacher who implemented this method in teaching *qowa'id*. This teacher provides information about the process, challenges, and perceived successes in using the *Al-Miftah Lil Ulum method*. The final informant was the learner, who provided a perspective on their experience in learning using this method, as well as its impact on their saturation in learning *qowa'id* Arabic.

The data collection process in this study was carried out using three main techniques: observation, interview, and documentation. Observation was carried out by directly observing the learning of Arabic *qowa'id* applied by the *Al-Miftah Lil Ulum* method in the classroom. This observation will record the activities of teachers and students, as well as interactions that occur during learning. Interviews were conducted with the principal, *Waka Curriculum*, Arabic teachers, and a number of students (Hasibuan et al., 2022). This interview aims to explore information about the application of the *Al-Miftah Lil Ulum* method, the of the *Al-Miftah Lil Ulum* method, the obstacles faced, and its impact on student saturation. Documentation is used to collect data related to the lesson plan, teaching materials, and the results of the learning evaluation that has been carried out (Schlunegger et al., 2024). This documentation technique can provide additional data related to the application and learning results of Arabic *qowa'id* using this method.

The stages of data analysis in this study involve three main steps: data reduction, data display, and data verification. Data reduction is carried out by selecting relevant data from observations, interviews, and documentation, as well as filtering out information that is not directly related to the focus of the research (Busetto et al., 2020). Data display is carried out by presenting data in the form of a structured narrative so that it is easy to understand and analyze (Silverman, 2023). The data presented included observations, interviews, and documentation related to the application of the *Al-Miftah Lil Ulum* method. Data verification is carried out to ensure the validity of the collected data, by comparing and checking the consistency between different data sources. The analysis method used in this study is content analysis, which is used to identify themes and patterns that emerge from the collected data. Through this process, researchers can draw conclusions about the effectiveness of the *Al-Miftah Lil Ulum* method in

overcoming students' boredom and improving their understanding of Arabic *qowa'id* learning.

Results And Discussion

Results

1. Presentation of interesting material

Based on interviews conducted with several students who participated in the Arabic *Qowa'id* learning using the *Al-Miftah Lil Ulum* method, it was found that most students felt more interested and excited in participating in learning after the application of this method. The results of the interviews showed that 75% of students expressed higher interest, 50% stated that it was easier to understand the material, and 60% felt that this method reduced boredom during learning. Most students admitted to being more actively participating, and there was an improvement in their ability to master Arabic grammar.

Table 1. Impact of *Al-Miftah Lil Ulum* Method on Arabic Grammar Learning Outcomes

Aspects	Percentage of Students (%)
Higher interest	75%
Easier material understanding	50%
Reduce saturation	60%
Active participation	65%
Ability to master grammar	70%

From the table 1 of interview results that have been presented, it can be seen that there is a fairly clear pattern regarding the positive impact of using the *Al-Miftah Lil Ulum* method in learning Arabic *Qowa'id*. A high percentage in the "Higher interest" section (75%) indicates that students find this method interesting and enjoyable. In addition, 60% of students felt a reduction in boredom during learning, suggesting that this method successfully overcame the boredom commonly experienced in grammar learning that tends to be repetitive. Although only 50% found it easier to understand the material, this still shows progress, considering the complexity of the Arabic *Qowa'id* material that.

Informant 1 (Principal) observed:

"I saw a significant increase in students' interest in learning Arabic Qowa'id after the application of this method. About 75% of students show higher interest, they are more enthusiastic about participating in lessons and asking questions about the material being taught. It also makes it easier for them to understand the material in a more practical way."

Similarly, Informant 2 (Teacher):

"Active participation is also increasing. I saw more students engaging in discussions and asking about difficult grammar. About 65% of students are now more active than ever before. This makes the classroom atmosphere more lively and interactive."

A student (Informant 3) shared:

"I feel that this learning makes it easier for me to understand the material. In the past, I used to feel confused by Arabic grammatical concepts, but now with this method, I understand better. I think this is related to a decrease in boredom, with 60% of students feeling fresher while studying because of the more interactive methods."

The interview data reveals that the success of the *Al-Miftah Lil Ulum* method in

overcoming student boredom can be attributed to a more interactive and fun approach. The use of variation in the delivery of materials, such as games, group discussions, and hands-on exercises, keeps students from feeling bored. The increased activeness of students also indicates that this method fuels their curiosity. This method is able to overcome the boredom that often arises in grammar learning which tends to be monotonous. This decrease in boredom levels shows that learning carried out with more creative and fun methods is effective in maintaining students' concentration.

2. A simpler approach

In addition to interviews, observations were also made to see firsthand the effects of the *Al-Miftah Lil Ulum* method in learning Arabic *Qowa'id*. In observation, it can be seen that student interaction in the classroom has become more active than before the application of the method. As many as 80% of students ask questions to teachers more often, and 70% discuss more with classmates. This activeness is very different compared to previous conventional learning, where students tend to be passive. Time spent on learning activities is also more efficient, with 65% of students completing exercises in less time.

Table 2. Observed Behavioral Changes in Arabic *Qowa'id* Learning

Aspects	Percentage of Students (%)
Students ask questions more actively	80%
Students discuss more often	70%
Faster training completion time	65%

Based on the results of the observations that have been presented in the table, the data pattern shows that the *Al-Miftah Lil Ulum* method has a significant impact on increasing interaction between students and teachers and fellow students. As many as 80% of students who ask teachers more often indicate that they feel more engaged and feel comfortable to convey their questions or confusion. Then, 70% of students who engaged in group discussions also showed that this method encourages them to share knowledge with each other, which is very important in language learning. The increased speed of completing exercises (65%) indicates that more active and interactive learning makes students understand the material given faster.

Analysis of this observational data shows that the *Al-Miftah Lil Ulum* method affects students in terms of their motivation and involvement in the learning process. The increased frequency of asking questions and discussing suggests that this method creates a more open atmosphere, where students feel encouraged to be actively engaged. Thus, they are not only passive listening, but also play a role in learning. Faster practice completion speed can mean that students feel more confident in doing grammar problems because they feel they have understood enough. This suggests that the method increases the effectiveness of learning and reduces the sense of boredom that often occurs in traditional learning.

As additional evidence of the effectiveness of the *Al-Miftah Lil Ulum* method, the documentation of student learning outcomes also showed positive results. Based on the records of the results of daily tests carried out after the application of the method, there was a significant increase in the average score of students. Before using this method, the average score of students in the Arabic *Qowa'id* test was 70, and after the application of the method, the average score increased to 85. In addition, the documentation shows that more than 75% of students achieve grades above the *KKM* (Minimum Completeness Criteria), which indicates a significant

increase in understanding. The following is a table illustrating the comparison of repeat results before and after the method was applied:

Table 3. Pre- and Post-Method Academic Performance in Arabic Grammar Learning

Aspects	Before Method (%)	After the Method (%)
Grade Point Average	70	85
Students above the KKM	50%	75%

Looking at the data in the learning outcome documentation table, there are significant changes in the results of student tests. The average score that increased from 70 to 85 showed an increase in students' understanding of the Arabic *Qowa'id* material. In addition, the increase in the number of students who achieved grades above the *KKM* (from 50% to 75%) also indicates that the *Al-Miftah Lil Ulum* method is not only interesting, but also effective in helping students achieve optimal learning outcomes. This documentation provides a clear picture of the positive impact felt by students after the method is applied in learning.

The data from this learning outcome documentation provides a strong picture of the success of the *Al-Miftah Lil Ulum* method in improving student understanding. The increase in average grades and the number of students who achieve grades above the *KKM* may be due to the application of more varied and interactive methods, which allow students to understand the material better. This documentation also reflects that learning done in a fun and non-monotonous way can improve students' academic outcomes. This success shows that a more dynamic and creative approach to teaching *Qowa'id* Arabic can produce better results in overcoming student burnout.

Discussion

The results of interviews regarding the effectiveness of the *Al-Miftah Lil Ulum* method to overcome student boredom in learning Arabic *Qowa'id* show that this method is able to reduce the boredom that students often experience (Zahid et al., 2024). Students feel more interested, active, and engaged in learning (Yuan et al., 2021). The implication of these findings is that the application of fun and active interaction-oriented methods can have a positive impact on the language learning process, especially in terms of grammatical mastery (Rohman & Siswadi, 2020). In addition, it can reduce the tendency of students to feel bored and lazy to follow lessons that are considered difficult (Munir et al., 2023). Thus, the use of methods like this needs to be considered by educators to increase the effectiveness of Arabic learning as a whole. This is in line with the findings in a study by Rowan et al., (2024) which revealed that active learning methods can increase student engagement and their understanding of subject matter.

The results of the interviews showed that the *Al-Miftah Lil Ulum* method had a significant impact on increasing student participation in the classroom (Ibrahim et al., 2024). As a result, this is due to a more varied approach in the delivery of material (Lutfiah, 2022). By integrating diverse activities, such as discussions, games, and interactive exercises, students feel unsaturated and understand the material more easily (Ramadhan & Indriyani, 2023). In the constructivist learning theory put forward by Rasul et al., (2023), students will more easily understand and remember material when they actively participate in learning activities that

encourage reflection and development of their ideas. Recent research by [Hidayatullah & Fauji, \(2024\)](#) also supports that learning that prioritizes practical activities and social interaction can increase students' engagement and understanding of the material being taught.

The results of the observation show that the *Al-Miftah Lil Ulum* method plays a role in increasing interaction between students and teachers and fellow students. The implication of these results is that learning that prioritizes active interaction not only increases student engagement, but also strengthens their understanding ([Rowan et al., 2024](#)). Increased participation and discussion suggest that this method is effective in creating a more communicative learning environment. This method allows students to ask questions and share ideas, which helps them overcome difficulties in understanding Arabic *Qowa'id* ([Meulenbroek & Cherney, 2021](#)). A study by [Alshahrani & Qureshi, \(2024\)](#) revealed that high interaction between students and teachers has an impact on improving the quality of language learning. Therefore, teachers are advised to optimize interactions in the classroom so that students not only understand the material but also feel comfortable to voice their thoughts.

From the results of observations that show an increase in student interaction, it can be concluded that this happens because the *Al-Miftah Lil Ulum* method provides space for students to participate more actively ([Alshahrani & Qureshi, 2024](#)). The underlying cause and effect of this phenomenon is a method that integrates collaborative approaches, such as group discussions and questions and answers, allowing students to learn from each other and share understanding. Research by [Fajrudin et al., \(2023\)](#) suggests that group discussions and collaborative activities increase students' confidence in speaking and understanding the material. In addition, observational results showing higher participation also showed that students felt more valued in the learning process, which increased their motivation to learn ([Leaton Gray & Cukurova, 2024](#)). Therefore, methods that involve students in active discussion play an important role in reducing boredom and improving the quality of learning Arabic.

The documentation of learning outcomes showed a significant increase in students' grades after using the *Al-Miftah Lil Ulum* method ([Halil et al., 2024](#)). The implication of these findings is that this method not only engages students, but also improves their understanding and academic outcomes ([Bredtmann et al., 2021](#)). The increase in average grades and the number of students who achieved *KKM* showed that interactive and fun learning can accelerate students' understanding of material that is considered difficult ([Ramadhan & Indriyani, 2023](#)). These results support the active learning theory that suggests that learning experiences that directly involve students can accelerate the process of mastery of the material. Research by [Noviani & Kholiq Hasan, \(2023\)](#) confirms that the use of active learning methods can result in significant improvements in student learning outcomes ([Nur'afifah et al., 2024](#)). Thus, this method is very effective to be applied in learning Arabic to overcome student boredom.

The significant increase in student scores after the application of the *Al-Miftah Lil Ulum* method can be explained by the information processing theory which states that students remember information more easily if they are actively involved in the learning process ([Figri et al., 2023](#)). The cause and effect of this phenomenon is that this method provides opportunities for students to understand the material through various activities, which helps them absorb and remember the material better ([Deeg et al., 2020](#)). Research by [Shiner, \(2000\)](#) shows that students who engage in interactive activities master difficult concepts faster. In addition, the use of fun methods reduces students' anxiety and boredom towards learning that is usually considered difficult ([Hidayah & Andriani, 2023](#)). Therefore, the *Al-Miftah Lil Ulum* method

has a positive correlation with improving student learning outcomes in Arabic *Qowa'id*.

Conclusion

This study found that the *Al-Miftah Lil Ulum* method can be effective in overcoming student saturation in learning Arabic *Qowa'id*. By prioritizing active interaction and fun learning, students are not only more interested, but also experience an increased understanding of the material. This shows the importance of applying varied and participatory-based methods to increase the effectiveness of language learning. These findings remind us of the importance of creativity in choosing methods that suit students' characteristics so that learning is more effective.

This research makes a significant contribution in the field of language education, especially in the teaching of Arabic. By introducing the *Al-Miftah Lil Ulum* method, this study offers a new perspective in overcoming student boredom in grammar learning that is often considered boring. This method can be an alternative to more conventional and less interesting language teaching. This research also inspires the development of more applicable active learning theories and methods, which can be applied in various educational contexts.

The limitation in this study lies in the application of the *Al-Miftah Lil Ulum* method only in one context of learning Arabic *Qowa'id*. This research is also limited to a certain age group, namely high school students. Therefore, further research covering different types of learning topics and different age groups is needed to see the extent to which this method can be applied more widely. Advanced research can also enrich the variables analyzed to produce more comprehensive insights.

Acknowledgment

We want to express our deepest gratitude to all those who contributed to completing this research. Thanks to our supervisors, colleagues, and academic institutions—Universitas Islam KH. Achmad Muzakki Syah Jember and the National School of Computer Science, Manouba University—for their continuous support and valuable input. We also sincerely appreciate the students and teachers who participated in this study and our families and friends for their encouragement and patience throughout the research process.

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