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PENGARUH PENGUASAAN METODE AL MIFTAH LIL ULUM TERHADAP PENINGKATAN PEMAHAMAN STRUKTUR SISWA DI MADRASAH ALIYAH AMANATULLOH

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PERSYARATAN GELAR

PENGARUH PENGUASAAN METODE AL MIFTAH LIL ULUM TERHADAP PENINGKATAN PEMAHAMAN STRUKTUR SISWA DI MADRASAH ALIYAH AMANATULLOH

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The Effect of Mastering the Al Miftah Lil Ulum Method on Improving the Comprehension of Structures Students at Madrasah Aliyah Amanatuloh(Pengaruh Penguasaan Metode Al Miftah Lil Ulum terhadap Peningkatan Pemahaman Struktur Siswa di Madrasah Aliyah Amanatulloh)

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MOTTO DAN PERSEMBAHAN

Motto:

"Menuntut ilmu adalah jalan untuk meninggikan derajat, karena Allah meninggikan orang-orang yang beriman dan berilmu dengan kemuliaan." (QS. Al-Mujadilah: 11)

"Pendidikan adalah ikhtiar memanusiakan manusia, sebab Allah mengajarkan manusia apa yang tidak diketahuinya."
(QS. Al-'Alaq: 5)

"Belajar dan mengajarkan ilmu adalah bentuk ibadah, karena setiap kebaikan yang dilakukan tidak akan disia-siakan oleh Allah."
(QS. At-Taubah: 120)

"Ilmu menuntun manusia dari kegelapan menuju cahaya, sebagaimana petunjuk Allah yang membimbing hamba-Nya ke jalan yang lurus."
(QS. Ibrahim: 1)

"Pendidikan yang bermakna melahirkan generasi beriman, berilmu, dan berakhlak, karena Allah mencintai hamba yang terus belajar dan bertakwa." (QS. Al-Baqarah: 38)

Persembahan:

Artikel ini dipersembahkan sebagai ikhtiar keilmuan dalam mengembangkan pendidikan yang bermakna dan berorientasi pada pembelajaran mendalam. Karya ini diharapkan dapat menjadi kontribusi akademik bagi pendidik, peneliti, dan praktisi pendidikan dalam memahami serta mengimplementasikan nilai-nilai
keilmuan yang berlandaskan iman, ilmu, dan akhlak. Semoga artikel ini menjadi bagian dari upaya memperkaya khazanah keilmuan dan mendorong lahirnya . praktik pendidikan yang lebih reflektif, humanis, dan berkelanjutan.

PERNYATAAN

KEASLIAN ARTIKEL JURNAL

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Dengan sungguh-sungguh menyatakan bahwa tugas akhir artikel jurnal dengan judul **"The Effect of Mastering the Al Miftah Lil Ulum Method on Improving the Comprehension of Structures Students at Madrasah Aliyah Amanatuloh(Pengaruh Penguasaan Metode Al Miftah Lil Ulum terhadap Peningkatan Pemahaman Siswa Kelas Struktur di Madrasah Aliyah Amanatuloh)".** Yang sudah terbit pada Jurnal **Ideas Journal of Language Teaching and Learning, Linguistics and Literature**, terakreditasi SINTA 3. Secara keseluruhan adalah hasil penelitian/ karya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.



Banyuwangi, 28 April 2026



Miftahuddin Mustaqim

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The Effect of Mastering the Al Miftah Lil Ulum Method on Improving the Comprehension of Structures Among Grade XI MIPA Students at Junior High School

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Abstract

Arabic grammar learning, particularly in understanding sentence structure (fahm al-tarakib), remains a challenge for many students due to the dominance of rule-based and memorization-oriented instruction. This study aims to examine the effect of the Al Miftah Lil Ulum method on improving students' understanding of Arabic sentence structures. The research employed a quantitative pre-experimental design using simple linear regression, involving 30 Grade XI students in the 2024/2025 academic year who had participated in instruction using the method. Data were collected through a questionnaire measuring students' mastery of the method and pre-test and post-test scores assessing their syntactic understanding. The findings show that the method has a significant positive effect on students' learning outcomes, as indicated by $t(28) = 4.121$, $p < .001$, $\beta = 0.614$. These results suggest that structured and practice-oriented instruction can effectively support students in developing a better understanding of Arabic grammar. In conclusion, the Al Miftah Lil Ulum method contributes to improved student performance and conceptual understanding. Practically, this method can be considered as an alternative approach for teaching Arabic grammar in madrasah settings.

1. Introduction

The teaching of Arabic grammar—particularly *nahwu* (syntax) and *sharaf* (morphology)—remains a persistent challenge within contemporary Islamic educational institutions, especially at the senior secondary level. Although Arabic holds a central position as the language of the Qur'an and classical Islamic scholarship, many students experience significant difficulty in understanding sentence structures (*fahm al-tarakib*). This difficulty is not merely attributable to the inherent complexity of the language, but rather to the pedagogical approaches traditionally employed in classrooms. Instruction often emphasizes memorization of grammatical rules and theoretical exposition, while providing limited opportunities for contextualized application and meaningful engagement with authentic texts.(Abdulrahaman *et al.*, 2020)

As a consequence, students frequently develop a fragmented understanding of Arabic grammar. They may demonstrate the ability to recall rules, yet struggle to apply them in reading or interpreting sentences. This gap between declarative knowledge and procedural competence suggests that existing instructional models are insufficient in facilitating deep linguistic comprehension. In the context of modern education, where learners are expected to engage actively and construct knowledge through interaction, such traditional approaches appear increasingly inadequate.(Alam, 2023)

Recent educational discourse highlights the need for more adaptive and learner-centered instructional methods in language education. Empirical studies indicate that effective grammar instruction should integrate conceptual understanding with practical application, enabling students to internalize linguistic patterns through guided practice and repetition.(Huang and Wu, 2022) In the Indonesian madrasah context, however, the integration of such approaches remains uneven. Challenges such as limited pedagogical innovation, insufficient instructional media, and gaps in digital integration further exacerbate students' difficulties in mastering Arabic syntax.(Huang and Wu, 2022)

In response to these challenges, the **Al Miftah Lil Ulum method** has emerged as an alternative instructional approach designed to simplify and accelerate the learning of Arabic grammar. Developed within the pesantren tradition, this method emphasizes concise rule formulation, structured progression, and immediate application in reading classical texts (*kitab kuning*). Unlike conventional approaches that prioritize extensive theoretical explanation, Al Miftah focuses on functional mastery, enabling learners to quickly grasp essential grammatical patterns and apply them in practice.(Siswati *et al.*, 2022)

Several studies have examined the effectiveness of various *nahwu* teaching methods; however, empirical research specifically investigating the impact of the Al Miftah Lil Ulum method on students' understanding of *al-tarakib* remains limited. Existing literature tends to focus either on general grammar instruction or on reading proficiency without explicitly measuring syntactic comprehension as a

distinct outcome variable.(Muhajir, 2022) This indicates a clear research gap, particularly in the application of quantitative analytical approaches to evaluate the relationship between instructional mastery and learning outcomes in Arabic grammar.

Furthermore, methodological limitations can be observed in prior studies, many of which rely on descriptive or qualitative designs without employing robust statistical analysis to measure the strength and direction of relationships between variables. The absence of regression-based analysis, in particular, restricts the ability to determine the extent to which instructional methods contribute to measurable improvements in student performance.(Falemu, Oyeniyi and Adumati, 2017) Therefore, there is a need for research that not only examines instructional effectiveness but also quantifies its impact using rigorous statistical techniques.

Based on these considerations, this study aims to investigate the effect of mastering the Al Miftah Lil Ulum method on improving students' understanding of Arabic sentence structures among Grade XI MIPA students at Madrasah Aliyah Amanatulloh. Specifically, the study seeks to (1) examine the relationship between students' level of mastery of the instructional method and their syntactic comprehension, and (2) measure the extent of improvement in learning outcomes before and after the implementation of the method.

By employing a quantitative approach using simple linear regression analysis, this study is expected to provide empirical evidence regarding the effectiveness of the Al Miftah Lil Ulum method. The findings are anticipated to contribute not only to the development of Arabic language pedagogy in madrasahs but also to the broader discourse on instructional innovation in Islamic education. Moreover, the study offers practical implications for teachers in designing more effective grammar instruction that aligns with contemporary educational demands and supports students in achieving deeper linguistic understanding.(Nevedal *et al.*, 2026).

2. Method

This study employed a quantitative research approach using a simple linear regression design to examine the effect of the independent variable (X), namely students' mastery of the Al Miftah Lil Ulum method, on the dependent variable (Y), namely their understanding of Arabic sentence structure (fahm al-tarakib). This design was selected to determine both the direction and magnitude of the relationship between the two variables in a measurable and statistically testable manner.(Ortiz, 2007).

Research Participants

The participants of this study consisted of 30 students from Grade XI MIPA at Madrasah Aliyah Amanatulloh. The sample was selected using a purposive sampling technique, in which participants were chosen based on specific criteria relevant to the research objectives. The primary criterion for inclusion was that students had already undergone instruction using the Al Miftah Lil Ulum method. This selection ensured that the data collected accurately reflected the instructional context being investigated.(Palinkas *et al.*, 1968)

Research Instruments

Data were collected using three primary instruments:

1. Questionnaire (Likert Scale 1–5)

A structured questionnaire was administered to measure students' level of mastery of the Al Miftah Lil Ulum method (independent variable). The instrument used a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The responses were quantified and aggregated to produce a composite score representing each student's level of instructional mastery. (Allen and Seaman, 2007)

2. Tests (Pre-test and Post-test)

To measure students' understanding of fahm al-tarakib (dependent variable), pre-tests and post-tests were administered. The pre-test was conducted prior to the instructional intervention to assess baseline ability, while the post-test was conducted after the implementation of the method to evaluate learning outcomes. The test items focused on key grammatical concepts, particularly mubtada' and khabar, and were designed to produce interval-scale data suitable for parametric analysis.("Discovering Statistics Using," 2024)

3. Documentation

Supporting data were collected through documentation, including students' score records, instructional schedules, and classroom activity reports. These data served to strengthen the validity and contextual interpretation of the findings.

Research Procedure

The study was conducted through the following sequential steps:

1. Pre-test Administration

Students were given a pre-test to measure their initial level of understanding of Arabic sentence structures. (Bassey, 1992)

2. Instructional Implementation

The Al Miftah Lil Ulum method was implemented in the classroom over a specified instructional period. The teaching process emphasized structured explanation, guided practice, and repetitive reinforcement of grammatical concepts.

3. Post-test Administration

After the instructional intervention, a post-test was administered to evaluate students' learning outcomes and measure improvement. (Bassey, 1992)

4. Questionnaire Distribution

Students completed the questionnaire to assess their level of mastery and engagement with the instructional method.

5. Data Processing

All collected data were coded and analyzed using SPSS version 26.

Data Analysis Techniques

Data analysis was carried out in several stages:

1. Normality Test

The Kolmogorov–Smirnov test was used to examine whether the data distribution met the assumption of normality required for parametric analysis. (Sari, 2024)

2. Simple Linear Regression Analysis

This analysis was conducted to determine the effect of the independent variable (mastery of the method) on the dependent variable (understanding of al-tarakib), including the estimation of regression coefficients.

3. F-Test (Simultaneous Test)

The F-test was used to evaluate the overall significance of the regression model and to determine whether the independent variable collectively explains variation in the dependent variable. (Greene, 2002)

4. t-Test (Partial Test)

The t-test was conducted to assess the significance of the individual regression coefficient, indicating whether the independent variable has a statistically significant effect on the dependent variable.

3. Result

The normality test indicates that the data meet the assumption of normal distribution, with a significance value of 0.192 (> 0.05). This result confirms that the dataset is suitable for subsequent parametric analysis.(Ghasemi and Zahediasl, 2012)

The regression analysis reveals that the model is statistically significant, as indicated by the following result:

F = 16.979; Sig. = 0.000.

This finding demonstrates that the independent variable meaningfully explains variation in the dependent variable.

At the partial level, the results show that students' mastery of the instructional method has a significant positive effect on their understanding of fahm al-tarakib, with the following values:

t = 4.121; Sig. = 0.000.

The regression coefficient (β = 0.614) indicates a positive relationship, suggesting that higher levels of mastery are associated with improved syntactic understanding.(Dhrymes, 2017).

In addition, the comparison between pre-test and post-test scores demonstrates a consistent improvement in students' performance. Pre-test scores ranged from 55 to 78, while post-test scores increased to a range of 68 to 92, with an average gain of approximately 12–14 points.

Overall, these findings indicate that students' abilities improved consistently following the implementation of the Al Miftah Lil Ulum method.

The results of the normality test are presented in Table 1.

Table 1. Normality Test (Kolmogorov–Smirnov)

Variable	N	Mean	Std. Deviation	KS Statistic	Sig.
Residual	30	0.000	2.396	0.132	0.192

The significance value of 0.192 (> 0.05) indicates that the data are normally distributed, meaning that the assumption of normality required for parametric analysis is satisfied.

The results of the regression model significance test are shown in Table 2.

Table 2. ANOVA (F-Test – Model Significance)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	100.926	1	100.926	16.979	0.000
Residual	166.441	28	5.944		
Total	267.367	29			

The ANOVA results show that the regression model is statistically significant (Sig. < 0.05), indicating that the independent variable contributes meaningfully to explaining variation in the dependent variable. The partial effect of the independent variable is presented in Table 3.

Table 3. Coefficients (t-Test – Partial Effect)

Variable	B	Std. Error	Beta	t	Sig.
Constant	-0.525	4.172	—	-0.126	0.901
X (Method)	0.955	0.232	0.614	4.121	0.000

The results indicate that the independent variable has a significant positive effect on the dependent variable (Sig. < 0.05). The regression coefficient ($\beta = 0.614$) suggests that higher mastery of the method is associated with improved understanding of fahm al-tarakib. The improvement in students' learning outcomes is summarized in Table 4.

Table 4. Pre-test and Post-test Scores

No	Student	Pre-test	Post-test	Gain
1	S1	65	78	+13
2	S2	72	85	+13
3	S3	78	92	+14
4	S4	70	82	+12
5	S5	55	68	+13

Overall, students' scores increased from a range of 55–78 in the pre-test to 68–92 in the post-test, with an average gain of approximately 12–14 points, indicating consistent improvement following the instructional intervention.

4. Discussions

The findings of this study demonstrate that the Al Miftah Lil Ulum method exerts a statistically significant and positive effect on students' understanding of Arabic sentence structures (fahm al-tarakib). This result indicates that a structured and application-oriented instructional approach is effective in facilitating deeper grammatical comprehension. Rather than relying solely on memorization of abstract rules, students are able to internalize syntactic patterns through guided practice and systematic exposure to language structures.(Ellis, 1997)

From a theoretical perspective, these findings can be interpreted through the lens of constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through meaningful engagement and experiential processes. The consistent improvement observed in students' performance suggests that the instructional method provides opportunities for learners to build their understanding incrementally, connecting prior knowledge with newly acquired grammatical concepts.(Kincheloe, Horn and Steinberg, 2006)

At the same time, the results also align with behaviorist principles, particularly in relation to repetition and reinforcement. The structured exercises and iterative learning processes embedded within the Al Miftah Lil Ulum method appear to strengthen students' mastery of grammatical forms through continuous practice. This combination of active construction and repeated reinforcement creates a balanced instructional environment that supports both conceptual understanding and skill acquisition.("admin,+252-1029-1-CE," no date)

Beyond theoretical interpretation, this study offers several important pedagogical implications. First, the findings highlight the need for Arabic language instruction to move beyond purely theoretical delivery toward more practice-oriented learning models. Teachers are encouraged to design learning activities that actively engage students in analyzing and constructing sentence structures, rather than merely memorizing grammatical rules.

Second, the results suggest that instruction in nahwu should prioritize structural comprehension as a primary learning objective. This shift in focus enables students to develop functional language skills that can be applied in reading and interpreting Arabic texts, thereby enhancing overall language proficiency.(Muhajir, 2022)

Third, the Al Miftah Lil Ulum method may serve as a viable alternative instructional model within the madrasah curriculum. Its systematic and concise framework makes it particularly suitable for contexts where students require accelerated yet effective grammar instruction.

Finally, the integration of this method with digital learning media presents a promising direction for future instructional innovation. The use of interactive platforms, digital exercises, and multimedia resources can further enhance student

engagement and facilitate more flexible learning environments, especially in the context of contemporary education.(Schmitt, 2008)

In conclusion, the findings of this study demonstrate that the Al Miftah Lil Ulum method contributes not only to measurable improvements in students' academic performance but also to the development of deeper conceptual understanding in Arabic grammar. This dual impact underscores the method's potential as both an effective instructional strategy and a meaningful contribution to the advancement of Arabic language pedagogy in Islamic educational settings.

5. Conclusion

The revision process has resulted in substantial improvements across all major sections of the manuscript. The Introduction has been significantly refined to become more concise and focused, clearly presenting the research problem, identifying the existing gap, and articulating the study objectives in a direct and coherent manner.

The Methodology section has been enhanced to provide greater clarity and operational detail, ensuring that the research design, participants, instruments, procedures, and analytical techniques are systematically described and easily replicable.

The Results section has been simplified to highlight only the most essential statistical findings, improving readability while maintaining analytical accuracy and relevance. Redundant explanations have been eliminated, allowing the data to be presented more effectively.

Furthermore, the Discussion has been strengthened by moving beyond mere repetition of results toward deeper analytical interpretation. The findings are now meaningfully connected to established learning theories and supported by clear pedagogical implications, thereby increasing the academic value and contribution of the study.

Overall, these revisions enhance the manuscript's clarity, coherence, and scholarly rigor, making it more aligned with the standards of international academic publications and increasing its potential for successful journal submission.

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The Effect of Mastering the Al Miftah Lil Ulum Method on Improving the Comprehension Structures Students Madrasah Aliyah Amanatulloh

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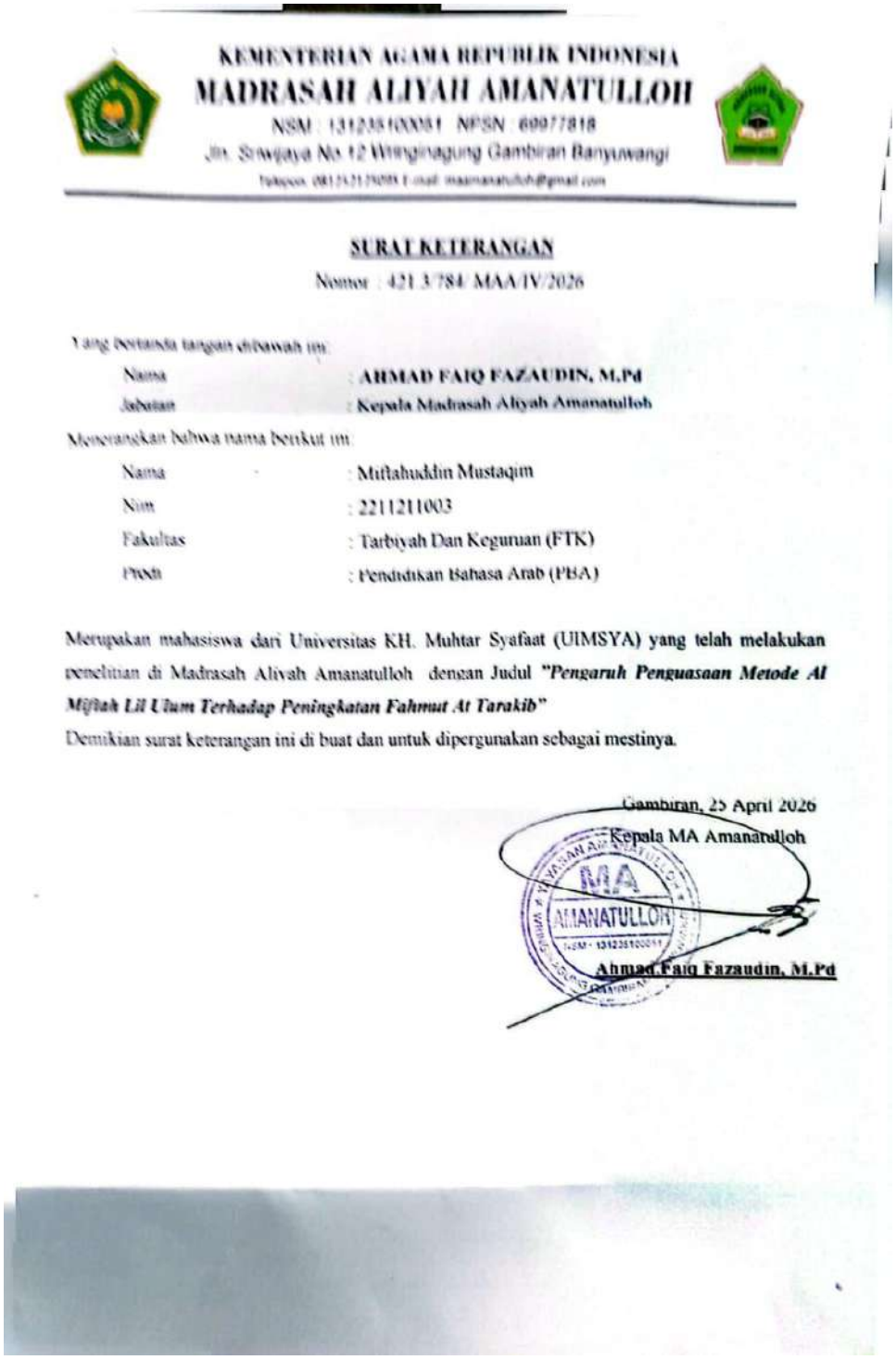
PROGRAM STUDI	S1 PENDIDIKAN BAHASA ARAB
PERIODE	20251
JUDUL	PENGARUH PENGUASAAN METODE AL MIFTAH LIL ULUM TERHADAP PENINGKATAN FAHMUT AL TARAKIB



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	20 Januari 2026	06 Januari 2026	Metodologi	Tata Bahasa Indonesiarnrn Ada beberapa kesalahan spasi sebelum tanda baca.rnrnKalimat terlalu panjang dan perlu dibuat lebih efektif.rnrnPenulisan huruf kapital belum konsisten (variabel Dependen/Independen).
2	20251	01 Desember 2025	06 Januari 2026	Hasil	Ejaan dan Huruf Kapitalrnrnspps 26 – yang benar: SPSS 26rnmenggunakan spps 26 berikut — perbaiki menjadi: disajikan pada tabel berikutrnrnt-test, uji f — sebaiknya konsisten: Uji F
3	20251	27 November 2025	06 Januari 2026	Metodologi	Beberapa koreksi teknis:rnrn"fahmut al tarakib" — ganti semua menjadi Fahm al-Tarakib:rnrn"kelas XI MIPA" — konsisten (bukan XI MIPA di satu tempat dan XI Mipa di tempat lain):rnrnHindari kata campur Inggris terlalu banyak bila jurnal tujuan nasional
4	20251	25 November 2025	06 Januari 2026	Hasil	Uji F (Simultan) – ANOVArnrnUji F atau uji simultan digunakan untuk mengetahui apakah variabel independen memiliki pengaruh yang signifikan terhadap variabel dependen melalui pengujian kelayakan model regresi.
5	20251	24 November 2025	06 Januari 2026	Metodologi	Rumusan Variabel Lebih OperasionalrnrnVariabel X: skor angket atau skor tes penguasaan metode.rnrnVariabel Y: benar–benar menggunakan:rnrngain score, ataurnrnselisih skor post–test – pre–test.
6	20251	24 November 2025	06 Januari 2026	Hasil	Sistematika Penyajianrnrnjudul sulbab kurang lengkap dan belum mengarah langsung ke variabel.rnrnPerlu penyesuaian gaya bahasa agar lebih formal jurnal ilmiah
7	20251	19 November 2025	06 Januari 2026	Hasil	Konsistensi Istilah Arabrnrnmetode al miftah — tulis: Al-Miftah Lil Ulum (italic)rnrnistilah seperti mubtada' dan khabar nanti juga perlu diminingkan saat disebut dalam pembahasan
8	20251	18 November 2025	06 Januari 2026	Metodologi	Penulisan ReferensirnrnFormat sitasi belum rapi, misalnya: "(Lee, 2022; Xu et al., 2023)" tanpa spasi.rnrnAda bagian yang kurang jelas: "Lai (2021)& McClure (et al., 2024)" perlu dirapikan..rnrnd. Kejelasan MetodologisrnrnPerlu penegasan bahwa skor yang digunakan pada variabel Y adalah skor peningkatan (gain score)
9	20251	11 November 2025	06 Januari 2026	Metodologi	Instrumen tes ini dirancang untuk menghasilkan data dalam skala interval, yang memenuhi asumsi regresi linier sederhana.rn
10	20251	04 November 2025	06 Januari 2026	Pendahuluan	Klaim Data PenelitianrnrnPenyebutan beberapa penelitian sudah baik, tetapi perlu ditempatkan secara lebih sistematis dan hati–hati agar tidak terkesan "mencomot" tanpa relevansi
11	20251	29 Oktober 2025	06 Januari 2026	Pendahuluan	Tata BahasarnrnPenulisan ejaan belum konsisten (al–qur'an, al qur'an, bahasa arab).rnrnTanda baca dan huruf kapital perlu dirapikan
12	20251	22 Oktober 2025	06 Januari 2026	Pendahuluan	Paragraf yang Anda kirim memiliki beberapa kelemahan utama:rnrna. Struktur KalimatrnrnMasih banyak kalimat terlalu panjang dan kurang efektif.rnrnBeberapa bagian belum menunjukkan alur logis dari masalah — gap riset — urgensi penelitian
13	20251	08 Oktober 2025	06 Januari 2026	Judul	Judul masih bercampur antara bahasa Indonesia dan Arab. Untuk jurnal nasional, lebih baik:rnrnTetap dominan bahasa Indonesiarnrnistilah Arab ditulis miring (italic) dan sesuai kaidah transliterasi
14	20251	01 September 2025	06 Januari 2026	Pendahuluan	Tata BahasarnrnPenulisan ejaan belum konsisten (al–qur'an, al qur'an, bahasa arab).rnrnTanda baca dan huruf kapital perlu dirapikan

Lampiran 3: Surat Keterangan telah melaksanakan penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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Nomor : 421.3/784/ MAA/IV/2026

Yang bertanda tangan dibawah ini:

Nama	: **AHMAD FAIQ FAZAUDIN, M.Pd**
Jabatan	: **Kepala Madrasah Aliyah Amanatulloh**

Menerangkan bahwa nama berikut ini:

Nama	: Miftahuddin Mustaqim
Nim	: 2211211003
Fakultas	: Tarbiyah Dan Keguruan (FTK)
Prodi	: Pendidikan Bahasa Arab (PBA)

Merupakan mahasiswa dari Universitas KH. Muhtar Syafaat (UIMSYA) yang telah melakukan penelitian di Madrasah Aliyah Amanatulloh dengan Judul ***"Pengaruh Penguasaan Metode Al Miftah Lil Ulum Terhadap Peningkatan Fahmut At Tarakib"***

Demikian surat keterangan ini di buat dan untuk dipergunakan sebagai mestinya.

Gambiran, 25 April 2026

Kepala MA Amanatulloh

MA AMANATULLOH NSM : 131235100051

Ahmad Faiq Fazaudin, M.Pd

Lampiran 5: Hasil cek Plagiasi



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UMSYA

PANITIA TUGAS AKHIR

Lampiran 6: Daftar riwayat Penulis



Miftahuddin Mustaqim lahir di Sorong ,Papua Barat pada 25 April 2003 dan merupakan putra kedua dari tiga bersaudara. Sejak kecil telah menempuh pendidikan di lingkungan yang mengedepankan nilai pendidikan dan keagamaan. Pendidikan taman kanak-kanak ditempuh di TK Alma'arif 3 , kemudian melanjutkan pendidikan di Madarasah ibtidaiyah Negeri Aimas dan MTs Al Ma'arif 1 Aimas. Setelah itu, melanjutkan pendidikan sambil mondok di Pondok Pesantren Darussalam Blokagung Banyuwangi serta menempuh pendidikan tingkat atas di MA Al Amiriyah Darussalam Blokagung jurusan Keagamaan.

Kemudian melanjutkan pendidikan tinggi di Universitas KH. Mukhtar Syafaat. Sebagai bentuk penyelesaian tugas akhir, menyusun artikel ilmiah berjudul *Pengaruh Penguasaan Metode Al Miftah Lil Ulum terhadap Peningkatan Pemahaman Struktur Siswa di Madrasah Aliyah Amanatulloh*. Selain itu, memiliki harapan agar karya ilmiah yang disusun dapat memberikan manfaat bagi pembaca serta menjadi kontribusi dalam pengembangan kajian bahasa dan sastra Arab.

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يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ



Allah akan meninggikan orang-orang yang beriman di antara kamu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.
(QS. Al-Mujadilah: 11)

Kesulitan akan selalu datang
Tapi ketekunan dan doa akan selalu menjadi penolong yang setia