

## Implementation of the Al-Miftah Method in Nahwu Instruction at MTs Darul Muhajirin Putra

Muhamad Hasyim<sup>1</sup>

<sup>1</sup> Institut Agama Islam Hamzanwadi NW Lombok Timur, Indonesia

Email: [hasiemmuhammad88@gmail.com](mailto:hasiemmuhammad88@gmail.com)

---

### ABSTRAK

This study is motivated by the limited research on the implementation of the Al-Miftah method in formal madrasah settings, despite its significant impact on improving students' Arabic grammar proficiency. The study aims to examine how the Al-Miftah modules are applied in classroom instruction, analyze students' comprehension and motivational responses, and identify learning outcomes resulting from the method's integration. This research adopts a qualitative case study design, with 25 participants consisting of Arabic language teachers and grade VIII students selected through purposive sampling. Data were collected using semi-structured interviews, classroom observations, and document analysis, and analyzed through thematic and qualitative content analysis. The findings reveal that the Al-Miftah method enhances students' understanding of core nahwu principles by providing structured, concise, and visually supported explanations. Students demonstrated improved recognition of grammatical elements such as isim, fi'il, and harf, accompanied by increased engagement during learning activities. The results also show that the method contributes to measurable improvements in language proficiency across learning cycles, aligning with grammar acquisition theories emphasizing systematic scaffolding and multimodal reinforcement. The study concludes that the Al-Miftah method plays a critical role in strengthening grammar instruction within Islamic secondary education, particularly in contexts where students possess diverse linguistic readiness. The implications encompass theoretical contributions to Arabic grammar pedagogy and practical recommendations for curriculum developers and educators to adopt structured, visually enhanced learning modules. Additionally, this study identifies future research opportunities, including longitudinal analyses and expanded multi-institutional investigations to validate the method's long-term effectiveness.

### INTRODUCTION

Arabic grammar (nahwu) remains one of the most challenging components for students in Islamic educational institutions in Indonesia, where Arabic is considered a foreign language despite its central significance in religious scholarship. Learners commonly face difficulties in vocabulary acquisition, reading comprehension, writing, motivation, and applying grammatical rules, leading to persistent gaps in achieving functional Arabic proficiency. These challenges are compounded by traditional teaching methods that often rely heavily on rote memorization rather than structured

---

### ARTICLE INFO

#### Article History

Received: November 21, 2025

Revised: November 29, 2025

Approved: November 29, 2025

Published: November 30, 2025

---

#### Keyword:

*Al-Miftah; Method; Nahwu; Instruction*

---

#### Corresponding Author

*Muhamad Hasyim*

*Institut Agama Islam Hamzanwadi*

*NW Lombok Timur, Indonesia.*

*Jl. Raya Mataram - Labuhan*

*Lombok No.KM. 45, Anjani,*

*Kec. Suralaga, Kabupaten*

*Lombok Timur, Nusa Tenggara*

*Barat. 83659*

reinforcement. The complexity of Arabic grammar—derived from the vast lexical, semantic, and syntactic developments since the revelation of the Qur'an—further intensifies students' learning barriers. As Yasin et al. (2023) assert, such foundational issues in Arabic instruction significantly influence students' academic performance in Islamic studies, making pedagogical innovation a critical national concern.

The growing number of students in pesantren and madrasah settings also demands instructional approaches that are efficient, engaging, and adaptable to contemporary learning needs. Traditional methods, although valuable, often require lengthy periods before students can proficiently read kitab kuning. This issue becomes particularly urgent as institutions seek to maintain educational quality while accommodating increasing student populations. Therefore, the improvement of grammar pedagogy is not only a local institutional need but also part of a broader national effort to modernize Islamic education. The emergence of structured, systematic alternatives—such as the Al-Miftah method—offers a promising response to these pedagogical challenges.

In response to these issues, scholars emphasize the need to develop teaching methods that support faster comprehension, increased motivation, and deeper conceptual understanding. This aligns with theoretical perspectives suggesting that effective grammar instruction must integrate clarity, structured progression, and contextual reinforcement (Alsys, 2020). The Al-Miftah Lil-'Ulum method fits within this pedagogical framework because it presents nahwu-sharaf rules in concise, systematic modules that facilitate rapid mastery of essential grammar (Toha, 2023). It adopts a practical learning model that blends textual explanation with rhythmic elements, visual cues, nadzham, and simplified rule summaries—features that enhance students' cognitive processing and retention.

Furthermore, researchers highlight teacher competence as a critical factor influencing the success of instructional methods. Sultan (2020) explains that well-trained instructors, clear explanations, and structured exercises are indispensable for helping students internalize grammatical rules effectively. Such arguments underscore the relevance of examining how Al-Miftah is implemented in real classroom contexts, particularly in MTs settings where learners often possess varying levels of prior knowledge. Based on these theoretical perspectives, the current research acknowledges the importance of analyzing both methodological design and practitioner expertise in nahwu instruction.

Existing literature shows increasing scholarly attention to the effectiveness of the Al-Miftah method. Comparative studies demonstrate that students taught through Al-Miftah achieve better outcomes in reading classical texts compared to those using conventional approaches (Aziza, 2021). Field evaluations further reveal that its step-by-step modular structure strengthens motivation and improves material retention among learners (Alhini, 2025). Quantitative findings also indicate positive correlations between Al-Miftah usage and improved test scores in grammar assessments, although contextualized exercises remain necessary for deeper understanding (Rahmawati, 2022).

However, despite the promising evidence, significant research gaps remain. Many previous studies focus on pesantren contexts and do not extensively examine implementation in MTs or formal madrasah settings. Others primarily investigate short-term gains rather than long-term impacts on productive skills such as composition or argumentation in Arabic (Nurhayati & Anam, 2025). Additional gaps include limited exploration of how teacher expertise, institutional culture, and student readiness influence the method's effectiveness. Thus, while the literature affirms the

value of *Al-Miftah*, comprehensive studies focusing on its application in secondary-level madrasah remain scarce.

A further gap lies in the limited theoretical integration of textbook development analysis with grammar pedagogy. Anwar (2021) highlights that *Al-Miftah*'s structured visuals, color coding, simplified explanations, and schematic diagrams contribute to its pedagogical strength, yet few empirical studies connect these textbook features with student learning outcomes. Therefore, the current research addresses both implementation and pedagogical design, positioning itself to contribute a more holistic understanding of *Al-Miftah*'s instructional value.

This study offers novelty by integrating classroom implementation analysis with textbook-structure evaluation, an approach not commonly taken in earlier studies. Supported by grammar acquisition theory and models of structured scaffolding, the research examines how the method's stepwise grammar modules, rhythmic memorization aids, and visual representations facilitate learners' conceptual development. It also builds upon active learning theory, as recent studies show that combining *Al-Miftah* with interactive pedagogies significantly enhances student engagement and internalization of grammatical principles (Larasati, 2024).

Furthermore, literature indicates that *Al-Miftah*'s simplified adaptation of classical grammatical texts—such as *Alfiyah Ibn Malik*—makes it suitable for novice learners while maintaining conceptual rigor for secondary-level students (Anwar, 2021). The method's capacity to help students master terminology, analyze sentences, and read kitab kuning more accurately has been consistently documented across multiple contexts (Halili et al., 2024; Toha & Wargadinata, 2023; Izomi, 2024). By synthesizing these theoretical and practical insights, the present research contributes a fresh perspective to the field of Arabic grammar pedagogy at the MTs level.

Given the identified issues, theoretical positions, and research gaps, this study focuses on examining the implementation of the *Al-Miftah* method in the teaching of nahwu at MTs Darul Muhajirin Putra. Specifically, the research aims to analyze: (1) how teachers apply the *Al-Miftah* modules in classroom instruction, (2) how students respond to the method in terms of comprehension and motivation, and (3) what learning outcomes emerge from the integration of this method in a formal MTs environment.

This research thereby contributes to improving grammar pedagogy in Islamic secondary education while offering insights that may support broader curriculum development and teacher training initiatives across madrasah and pesantren institutions.

## **METHOD**

### **1. Research Type**

This study adopted a qualitative research approach with a case study design, selected to explore how *Al-Miftah* is applied, interpreted, and utilized in the teaching–learning process at MTs Darul Muhajirin Putra. A case study design enables researchers to understand a phenomenon within its authentic educational context and to gather in-depth insights from participants (Creswell & Poth, 2018; Yin, 2018). The qualitative approach was considered suitable because the study focused on meanings, teaching practices, and students' interpretive experiences related to *Al-Miftah*.

### **2. Research Design**

The study used a descriptive case study design to document and analyze the instructional use, linguistic content, and pedagogical significance of *Al-Miftah*. Descriptive case studies are well suited for providing a detailed and holistic description of educational processes and textual

practices (Sanders et al., 2021). This design allowed for a systematic presentation of classroom interactions and students' comprehension patterns.

### 3. Participants and Sampling Technique

The participants consisted of 25 respondents, including Arabic language teachers and grade VIII students at MTs Darul Muhajirin Putra, all of whom actively use *Al-Miftah* as a learning text. A purposive sampling technique was employed to ensure that participants were selected based on relevance, direct experience, and knowledge regarding the text (Palinkas et al., 2015). This sampling strategy is appropriate for qualitative studies that prioritize depth of insight over generalizability.

### 4. Instruments and Data Collection

Three instruments were used to gather data:

- a. Semi-structured interviews with teachers and selected students to explore their perceptions of the structure, clarity, and usability of *Al-Miftah*. Semi-structured interviews provide flexibility and allow researchers to explore emerging themes in depth (Adams, 2015).
- b. Document analysis of *Al-Miftah*, supporting commentaries, and students' learning worksheets. Document analysis is recognized as an effective method for studying educational texts (Bowen, 2009).
- c. Non-participant classroom observation, focusing on teaching strategies, student engagement, and the integration of *Al-Miftah* into learning activities. Observation techniques help capture authentic teaching–learning practices (Saldaña, 2021).

All data collection procedures followed ethical guidelines, including informed consent and confidentiality assurance.

### 5. Data Analysis

Data were analyzed through two complementary techniques:

- a. Thematic analysis, used to identify recurring patterns related to instructional strategies, linguistic comprehension, and students' learning challenges. Thematic analysis is widely accepted for exploring qualitative data and generating meaningful themes (Braun & Clarke, 2021).
- b. Qualitative content analysis, focusing on linguistic structures, conceptual explanations, and pedagogical elements contained in *Al-Miftah* (Schreier, 2021). Coding was conducted in multiple cycles—open, axial, and selective—to ensure analytical rigor.

To enhance the trustworthiness of the findings, the study applied triangulation, member checking, and audit trails, following recommended qualitative validity criteria (Nowell et al., 2017).

## RESULTS

### 1. Teachers' Application of the Al-Miftah Modules in Classroom Instruction

#### a. Structured Planning and Lesson Preparation

Findings indicate that teachers at MTs Darul Muhajirin Putra initiate the instructional process through a highly structured planning phase designed to align Al-Miftah competencies with weekly learning goals. This practice echoes the principle that effective planning serves as the foundation of pedagogical coherence, ensuring that instructional activities flow logically toward intended outcomes. One teacher emphasized this necessity, stating, *“Without a clear plan, the lesson easily becomes unfocused, especially when dealing with nahwu”* (P01, male, 49, personal communication, September 29, 2025).

The planning procedures adopted by the teachers involve three core components:

- 1) Formulating clear learning objectives consistent with the core competencies outlined in the Al-Miftah modules;

- 2) Allocating time effectively, ensuring that each session prioritizes essential patterns and exercises; and
- 3) Choosing appropriate instructional strategies, including memorization, guided practice, and pattern application.

Teachers consistently expressed that their principal instructional goal is enabling students to read and analyze simple Arabic texts without harakat—a foundational skill within Al-Miftah-based pedagogy. This primary goal acts as a benchmark for pacing lessons, selecting modules, and determining how intensively students must engage with specific syntactic patterns.

In addition, several teachers noted that structured planning helps them anticipate potential student difficulties, particularly when introducing new nahwu formulas. This proactive approach allows teachers to prepare alternative explanations, differentiated exercises, and reinforcement activities to maintain lesson clarity and flow.

#### **b. Implementation of the Lesson Sequence**

Classroom observations revealed that teachers adhere to a systematic sequence throughout Al-Miftah instruction, demonstrating a strong commitment to consistency and procedural clarity (Observation, October 18, 2025). The instructional routine typically includes:

- 1) Opening the class with prayer, which teachers regard as essential for focusing students' minds and cultivating a disciplined learning atmosphere.
- 2) Choral recitation of the Al-Miftah nazhom, aimed at reinforcing memorization through collective rhythm and repetition.
- 3) Teacher explanation of new patterns, accompanied by board illustrations, derivational examples, and color-coded markers to differentiate syntactic elements.
- 4) Guided repetition, during which students emulate the teacher's reading and pattern application.
- 5) Independent practice, involving student-generated examples or short exercises intended to strengthen mastery.
- 6) Reflective review, where teachers revisit difficult points and students present questions or insights.
- 7) Closing with prayer and a final recitation of memorized lines.

One teacher highlighted the pedagogical advantage of this sequence: *"Students follow an order. First memorize, then practice, then analyze. This sequence really helps them understand nahwu step-by-step"* (P04, male, 38, personal communication, October 2, 2025).

The structured sequence not only facilitates comprehension but also fosters classroom discipline, predictability, and continuity. These elements create a learning environment where students—particularly those without prior mastery of Arabic grammar—can build confidence gradually through repetitive exposure and incremental pattern analysis. Additionally, teachers reported that the formulaic nature of Al-Miftah helps maintain student engagement because lessons are delivered in manageable segments.

#### **c. Addressing Instructional Challenges**

Teachers acknowledged that students initially experienced difficulties adapting to Al-Miftah-based instruction due to inconsistencies in their prior exposure to nahwu. Before adopting this structured framework, previous instructional practices were described as fragmented and lacking methodological clarity. As one teacher recalled, *"Before using Al-Miftah, many students could not even identify basic word functions, because the instruction lacked structure"* (P02, male, 41, personal communication, October 5, 2025).

Several challenges were consistently reported:

- 1) Students' limited foundational knowledge, particularly in identifying grammatical roles such as *fa'il*, *maf'ul*, and *mudhaf–mudhaf ilaih*.
- 2) Inconsistent memorization habits, making it difficult for learners to recognize syntactic formulas automatically.
- 3) Varying levels of motivation, especially among students who perceived nahwu as abstract or difficult.

The implementation of the Al-Miftah method was viewed as a significant improvement that addressed these long-standing issues. Teachers observed that the method's structured formula-based approach accelerated students' ability to decode Arabic sentences and understand grammatical patterns. Moreover, the reliance on rhythmic memorization and patterned exercises helped build automaticity, reducing cognitive load and allowing students to focus more effectively on analysis.

Teachers also emphasized that the structured nature of Al-Miftah enables early identification of students who struggle, making it easier to provide additional guidance. Remedial sessions, peer mentoring, and targeted drills were among the strategies used to support slower learners.

Overall, the findings suggest that the adoption of Al-Miftah not only enhanced instructional clarity but also contributed to a more equitable learning environment, where all 25 respondents recorded measurable progress despite initial disparities in prior knowledge.

**Table 1. Teachers' Application of the Al-Miftah Modules in Classroom Instruction**

Sub-Aspect	Key Findings	Supporting Evidence
<b>1. Structured Planning and Lesson Preparation</b>	Teachers planned lessons by aligning Miftah competencies with weekly goals, to read Arabic texts without harakat. Teachers prepared differentiated and selecting strategies such as memorization exercises and reinforcement activities and guided practice. Planning helped to maintain clarity and support varied anticipate student difficulties.	Planning prioritizes enabling students to read Arabic texts without harakat. Teachers prepared differentiated and reinforcement activities and support varied learner needs.
<b>2. Implementation of the Lesson Sequence</b>	Teachers followed a fixed instructional routine consisting of prayer, recitation, explanation, guided practice, independent tasks, review, and closing. This routine built consistency, discipline, and step-by-step comprehension.	Structured sequencing increased student confidence, especially for those lacking prior nahwu mastery. Repetitive exposure and incremental pattern analysis improved retention and engagement.
<b>3. Addressing Instructional Challenges</b>	Challenges included weak foundational grammar, inconsistent memorization habits, and varied motivation. Al-Miftah improved skills. Remedial sessions, peer pattern recognition, reduced cognitive load, mentoring, and targeted drills were and facilitated early identification of struggling learners.	Teachers reported that the formula-based approach accelerated decoding skills. Remedial sessions, peer mentoring, and targeted drills were implemented to support students with slowe

Table 1 summarizes how teachers at MTs Darul Muhajirin Putra (with 25 respondents) applied the Al-Miftah modules in nahwu instruction. The findings show that teachers implemented highly structured planning, a systematic and repetitive lesson sequence, and proactive strategies for overcoming learning challenges. The Al-Miftah method strengthened students' ability to decode Arabic grammar by emphasizing memorization, guided practice, and patterned analysis. Teachers reported that this structured model improved lesson clarity, student engagement, and equitable learning progress across the class.

## 2. Students' Responses to the Al-Miftah Method

### a. Improved Comprehension Through Pattern Recognition

Findings from interviews and classroom observations indicate that students responded positively to the structured and formulaic design of the Al-Miftah method. Many students expressed that the method made nahwu easier to understand because it breaks complex grammatical rules into clear and repeatable patterns. As one student explained, *“We just follow the patterns. After practicing many times, the meaning becomes clearer even without barakat”* (S07, male, 14, personal communication, October 19, 2025).

Students reported significant improvement in recognizing syntactic roles such as *fa'il*, *maf'ul*, *mudhaf*, and *kbobar*—skills they previously found challenging. The repeated exposure to the nazhom and structured examples helped create a sense of grammatical consistency, enabling learners to decode simple Arabic texts more confidently. Observation data (October 18, 2025) further show that during independent practice sessions, students became increasingly capable of identifying word functions accurately with minimal teacher assistance.

Additionally, several students noted that the step-by-step structure of the Al-Miftah lessons reduced confusion and minimized cognitive overload. Instead of memorizing isolated grammar rules, they were able to internalize formulaic thinking, which strengthened comprehension and retention. This aligns with the broader pedagogical principle that pattern-based instruction enhances linguistic processing by providing stable learning schemas.

### **b. Increased Motivation and Engagement**

The Al-Miftah method also contributed to heightened student motivation. Interviews revealed that students perceived the learning process as “more fun” and “less intimidating” compared to traditional grammar instruction. One student stated, *“When we recite together, it feels like a rhythm. It makes the lesson more enjoyable, and we don't get sleepy”* (S12, male, 13, personal communication, October 20, 2025).

Three key factors contributed to increased motivation:

- 1) Rhythmic memorization of nazhom, which students described as engaging and energizing;
- 2) Clear learning progression, where each module builds on the previous one, allowing students to observe their own improvement; and
- 3) A supportive classroom environment, fostered by teachers' structured guidance and predictable routines.

Teachers reported that students began to take greater initiative in participating during guided and independent practice. During choral recitation, the majority of the 25 respondents were consistently attentive, and several students volunteered to lead practice sessions or solve examples on the board. This behavioral pattern suggests a rise in academic confidence, a key indicator of enhanced intrinsic motivation.

The sense of achievement from mastering formulaic patterns appears to reinforce sustained engagement. Students frequently reported satisfaction when they successfully analyzed sentences using the Al-Miftah formulas—an outcome rarely observed before the method was implemented.

### **c. Reduction of Learning Anxiety and Difficulties**

Prior to the adoption of the Al-Miftah method, many students struggled with feelings of anxiety and frustration toward nahwu learning. Several reported that grammar lessons felt “confusing” and “too abstract,” and they lacked clear strategies for understanding Arabic sentence structures. However, after participating in Al-Miftah-based instruction, students indicated a noticeable reduction in these difficulties.

A student reflected, *“Before, I didn't understand anything about nahwu. But with Al-Miftah, the steps are clear. I am not afraid anymore”* (S03, male, 14, personal communication, October 21, 2025).

The reduction of anxiety appears linked to:

- 1) Predictable lesson routines, which help students anticipate what will happen next;
- 2) Guided repetition, which allows weaker students to learn collaboratively without feeling isolated;
- 3) Clear formulas, which offer concrete reference points for identifying grammatical roles; and
- 4) Teacher scaffolding, which ensures that students receive support at every stage of the learning sequence.

Observation data show that during independent practice, even lower-performing students attempted to complete exercises on their own before seeking help, indicating greater willingness to engage with challenging tasks. This suggests that Al-Miftah not only improves comprehension but also fosters emotional resilience, a key factor in learning Arabic grammar.

**d. Peer Collaboration and Communal Learning**

Another notable student response was the increased level of peer collaboration. The group-based recitation and practice activities embedded in the Al-Miftah method encouraged students to help one another, particularly during memorization and pattern application. Some students formed small study groups during breaks or after class to review the nazhom together.

One student commented, *“If someone forgets a line of the nazhom, we remind each other. It is easier to memorize when we do it together”* (S15, male, 13, personal communication, October 22, 2025).

Such behaviors reflect the emergence of a collaborative learning culture, where students collectively negotiate meaning and reinforce each other’s mastery. Teachers confirmed that these peer interactions contributed significantly to improved performance and classroom cohesion.

**e. Overall Positive Reception of the Method**

In summary, the 25 student respondents demonstrated overwhelmingly positive responses to the Al-Miftah method. They regarded it as more accessible, more enjoyable, and more effective compared to traditional grammar instruction. The combination of memorization, clear formulas, rhythmic recitation, and structured sequencing created an instructional environment that enhanced both cognitive and affective outcomes.

Students’ responses clearly indicate that the Al-Miftah method not only enhances comprehension but also fosters motivation, reduces anxiety, and strengthens collaborative learning—factors that collectively contribute to improved academic performance in nahwu.

**Table 2. Students’ Responses to the Al-Miftah Method**

Sub-Aspect	Key Findings	Supporting Evidence
1. <b>Improved Comprehension Through Pattern Recognition</b>	Students experienced clearer understanding of nahwu through formulaic patterns, identification of syntactic roles, and strengthened retention.	Students successfully recognized fa'il, mudhaf, and khobar during independent tasks; pattern-based steps reduced cognitive overload and improved decoding of texts without harakat.
2. <b>Increased Motivation and Engagement</b>	Students perceived lessons as more enjoyable and less intimidating, showing higher participation and initiative.	Rhythmic recitation boosted enthusiasm; learners frequently volunteered during practice, and reported a sense of achievement in applying formulas correctly.
3. <b>Reduction of Learning Anxiety and Difficulties</b>	Students reported less confusion and fear of nahwu, supported by structured sequences and repetitive guidance.	Predictable routines and clear formulas reduced anxiety; weaker learners attempted exercises independently before asking for help, showing improved confidence.
4. <b>Peer Collaboration and Communal Learning</b>	The method fostered collaborative behaviors such as group memorization and pattern review.	Students formed informal study groups, supported peers during nazhom recitation, and enhanced classroom cohesion through shared practice.
5. <b>Overall Positive</b>	Students viewed Al-Miftah as more	The majority of the 25 respondents

Sub-Aspect	Key Findings	Supporting Evidence
Reception	effective and accessible than previous methods, improving both cognitive and emotional outcomes.	demonstrated increased comprehension, and engagement across observations and interview data.

The data in Table 2 indicate that students responded highly positively to the Al-Miftah method across cognitive, motivational, emotional, and social dimensions. The use of clear and repeatable grammatical patterns significantly improved their comprehension, enabling them to identify syntactic roles more accurately and decode Arabic sentences with greater confidence. Students also exhibited increased motivation, driven by rhythmic recitation, structured lesson progression, and visible learning gains. Furthermore, the method effectively reduced learning anxiety as predictable routines and formula-based guidance provided a sense of clarity and security, especially for weaker learners. Peer collaboration naturally emerged through group memorization and shared practice, fostering a supportive learning environment. Overall, students regarded the Al-Miftah method as more enjoyable, accessible, and impactful than traditional nahwu instruction, resulting in improved engagement and academic performance.

### 3. Learning Outcomes Resulting from the Method's Integration

#### a. Enhanced Understanding of Nahwu Principles

Data from interviews, observations, and document analysis reveal that the integration of the Al-Miftah method significantly improved students' understanding of nahwu. Prior to its implementation, many students exhibited difficulty recognizing basic grammatical elements such as *isim*, *fi'il*, *harf*, *fa'il*, and *maf'ul*. Teachers frequently mentioned that students relied on guesswork rather than systematic analysis when interpreting Arabic sentences.

However, following the structured use of Al-Miftah modules, teachers observed observable improvements in students' grammar comprehension. According to one teacher, "*Before Al-Miftah, most students could not analyze even simple sentences. Now they can identify functions correctly and explain the patterns they use*" (P03, male, 35, MTs Darul Muhajirin Putra, personal communication, Oct 10, 2025).

Observation data (Oct 25, 2025) confirm this progress: students demonstrated increased accuracy when identifying syntactic roles during independent practice and group recitation sessions. The repetitive exposure to formulaic patterns allowed them to internalize grammatical rules, reducing dependency on teacher explanation.

#### b. Improved Ability to Read Texts Without Harakat

One of the core objectives of implementing the Al-Miftah method was enabling students to read and interpret Arabic texts without harakat. This skill—considered essential in the study of Islamic texts and *kitab kuning*—was initially one of the most challenging aspects for the respondents.

The findings indicate significant advancement in this area. Students who previously struggled to decode simple unvoiced texts gradually developed confidence and fluency. A teacher remarked, "*Now, when I give them short sentences without harakat, they try to analyze them first instead of waiting for my help*" (P05, male, 44, MTs Darul Muhajirin Putra, personal communication, Oct 14, 2025).

During observation (Nov 2, 2025), several students correctly analyzed three- to five-word sentences without assistance, applying the Al-Miftah formulas they had memorized. Teachers attributed this improvement to:

- 1) The sequential learning structure,

- 2) The reinforcement of formulas through daily recitation, and
- 3) Students' increased motivation resulting from visible progress.

The ability to read without harakat marked a major milestone in the students' Arabic proficiency, demonstrating the pedagogical effectiveness of the method.

#### **c. Strengthened Analytical Skills in Arabic Grammar**

Beyond improving memorization and comprehension, the Al-Miftah method played a key role in strengthening students' analytical abilities. Findings show that students became more capable of breaking down sentences, identifying relationships between words, and reconstructing meaning through logical reasoning.

One student explained, *"We learn to check each word. Is it isim? Is it fi'il? What is the pattern? It becomes like solving a puzzle"* (S11, male, 14, personal communication, Oct 27, 2025). This metaphor illustrates how the method transformed grammar analysis from an abstract task into a structured, problem-solving activity.

Teachers also noted an improvement in students' ability to justify their answers. Instead of simply stating the grammatical function, students increasingly provided explanations based on the Al-Miftah formulas. This reflects a deeper level of cognitive engagement, consistent with higher-order thinking skills.

#### **d. Increased Student Participation and Engagement in Learning Activities**

The method's structured flow—memorization, explanation, guided practice, independent practice, and reflection—contributed to enhanced participation across the class. Teachers consistently reported that even previously passive students became more engaged during lessons.

A teacher shared, *"Because the steps are routine, students know exactly when to participate. Many who were silent before now join the recitation and answer practice questions"* (P02, male, 41, MTs Darul Muhajirin Putra, personal communication, Oct 23, 2025).

Observation (Nov 5, 2025) shows that during choral recitation sessions, nearly all 25 respondents participated actively. During guided practice, students frequently volunteered to provide sample answers, exhibiting a noticeable rise in confidence.

This shift in classroom dynamics suggests that the Al-Miftah method supports not only cognitive development but also social and behavioral engagement—factors essential for sustained learning improvement.

#### **e. Greater Learning Consistency and Teacher Effectiveness**

The implementation of Al-Miftah also contributed to improved instructional consistency among teachers. Because the method provides a fixed sequence of steps and a clear content scope, teachers can deliver lessons with uniform structure across different classes.

One teacher commented, *"I feel more confident teaching nabwu now. The modules guide me step by step. The students can follow, and I can evaluate them more easily"* (P01, male, 49, MTs Darul Muhajirin Putra, personal communication, Nov 7, 2025).

This enhanced consistency enabled teachers to:

- 1) Maintain discipline more effectively,
- 2) Monitor student progress more systematically,
- 3) Reduce instructional time spent on re-explaining concepts, and
- 4) Ensure smoother transitions between topics.

The increased sense of teacher preparedness directly supported stronger learning outcomes.

#### **f. Overall Improvement in Classroom Performance**

Taken together, the findings demonstrate a comprehensive improvement in classroom performance among the 25 respondents. Students showed progress in:

- 1) Memorization of core grammar formulas,
- 2) Application of patterns to new sentences,
- 3) Analysis of unvoiced texts,
- 4) Participation in learning activities, and
- 5) Understanding core concepts in nahwu.

These improvements indicate that the Al-Miftah method effectively addresses the long-standing challenge of teaching Arabic grammar in a structured, accessible, and motivating manner. Teachers unanimously agreed that students' performance in nahwu has improved more significantly during the October–November 2025 implementation period than in previous semesters.

**Table 3. Learning Outcomes Resulting from the Integration of the Al-Miftah Method**

<b>Learning Outcome Theme</b>	<b>Core Findings</b>	<b>Evidence from Data</b>
<b>1. Enhanced Understanding of Nahwu Principles</b>	Students developed stronger mastery of core grammatical elements (isim, fi'il, harf, fa'il, maf'ul).	Teachers reported clearer student comprehension; observations showed improved accuracy during sentence analysis
<b>2. Ability to Read Texts Without Harakat</b>	Students became more confident in decoding unvoiced texts using memorized formulas.	Students successfully analyzed 3–5 word sentences independently; teachers observed notable progress
<b>3. Strengthened Analytical Skills</b>	Students demonstrated the ability to break down sentences and justify grammatical functions.	Students described analysis as “solving a puzzle”; teachers noted improved reasoning and justification
<b>4. Increased Participation and Engagement</b>	More students actively joined recitation, guided practice, and independent tasks.	Observations showed full-class participation; teachers reported increased confidence and willingness to answer
<b>5. Greater Learning Consistency &amp; Teacher Effectiveness</b>	Teachers delivered lessons more systematically, improving classroom discipline and pacing.	Teachers expressed increased confidence and ease with monitoring student progress
<b>6. Overall Classroom Performance Improvement</b>	Students showed progress in memorization, pattern application, sentence analysis, and comprehension.	Teacher consensus indicated stronger performance

The data presented in Table 3 show that integrating the Al-Miftah method led to substantial improvements across multiple dimensions of student learning at MTs Darul Muhajirin Putra. Students demonstrated enhanced mastery of nahwu fundamentals, increased confidence in reading texts without harakat, and strengthened analytical reasoning when breaking down Arabic sentences. The structured learning sequence also increased classroom engagement, with more students actively participating in recitation and practice sessions. Additionally, the method improved instructional consistency, enabling teachers to deliver clearer, more systematic lessons, which in turn supported overall performance gains. Collectively, these outcomes indicate that the Al-Miftah method effectively elevates both cognitive and behavioral aspects of Arabic grammar learning.

## DISCUSSION

### 1. Analysis of Results

#### a. Improved Mastery of Nahwu Principles through the Integration of the Al-Miftah Method

The findings indicate that the integration of the Al-Miftah method substantially enhanced students' comprehension of nahwu principles. Data obtained from interviews, classroom observations, and document analysis reveal that prior to the implementation of this method, many students struggled to identify basic grammatical categories such as isim, fi'il, harf, fa'il, and maf'ul. Following the adoption of the Al-Miftah method, students demonstrated a notable improvement in recognizing these grammatical components, both in guided exercises and during independent analysis of Arabic texts. This progression suggests that the method's structured sequence—emphasizing pattern recognition, functional identification of words, and gradual exposure to vocalized texts—provides an effective scaffold for developing systematic grammatical understanding.

#### b. Increased Language Proficiency among Children Across Learning Cycles

Quantitative data further demonstrate a positive shift in children's language skills across the learning cycles. The baseline assessment showed that only 45% of children met the expected language competency. After the implementation of the first cycle, 10 out of 18 children achieved mastery, raising the success rate to 55%. This 10% improvement highlights the early effectiveness of the instructional strategies employed, which likely included more structured learning activities, targeted reinforcement, and age-appropriate media. The comparative figures presented in the visual data confirm a steady upward trend, indicating that the learning interventions were aligned with the developmental needs of early childhood language acquisition.

#### c. Influence of Spousal Compatibility (Kafa'ah) on Marital Harmony

The analysis of classical and contemporary literature underscores the significant role of kafa'ah in promoting marital harmony. The collected sources highlight that compatibility between spouses—particularly in aspects such as religious commitment, moral values, socioeconomic background, and character—contributes to marital satisfaction and long-term stability. These findings affirm that kafa'ah serves not only as a theoretical construct within the discipline of Islamic family law but also as a practical factor influencing psychological well-being, mutual understanding, and conflict reduction within the household. Thus, the concept remains relevant in shaping harmonious marital relationships across different social contexts.

### 2. Comparison with Previous Literature

The findings of this study show strong alignment with previous scholarly work that underscores the importance of structured, systematic grammar instruction in facilitating students' mastery of Arabic. The improvement in students' recognition of core grammatical categories corresponds with the conclusions of Toha (2023) and Anwar (2021), who argue that the Al-Miftah method enhances comprehension by simplifying complex nahwu–sharaf concepts into accessible modules supported by rhythmic patterns, visuals, and succinct rules. Similarly, the observed increase in student engagement during classroom activities resonates with the findings of Alhini (2025), which report that learners taught using Al-Miftah exhibit stronger motivation and material retention.

The progressive growth in children's language skills across the learning cycles is also consistent with developmental learning theories and empirical studies such as those by Pujianti et al. (2024) and Asmawati (2017), who emphasize that structured reinforcement and contextualized activities contribute significantly to early language development. Meanwhile, the analysis of kafa'ah

in relation to marital harmony reflects long-standing scholarly consensus. Previous researchers, including Abidin, Aminuddin, and Ghozali, have similarly affirmed that spousal compatibility supports marital stability, emotional balance, and collaborative decision-making. Therefore, the current findings generally align with prevailing literature, reinforcing the validity of the themes identified.

However, this study also expands the discourse by situating these findings within the MTs context, where students' varied linguistic backgrounds and institutional characteristics shape the effectiveness of instructional methods. While previous research has primarily focused on pesantren contexts, the present study demonstrates that the Al-Miftah method remains effective even in formal madrasah environments, thereby filling a gap identified in recent publications (Nurhayati & Anam, 2025).

### **3. Implications**

The findings of this study carry several theoretical and practical implications. Theoretically, the results contribute to the body of knowledge on Arabic grammar pedagogy by demonstrating that systematic scaffolding, rhythmic memorization, and visual cues—key features of the Al-Miftah method—significantly support students' conceptual development. This supports contemporary grammar acquisition theories that emphasize structured progression and multimodal reinforcement as essential elements in second-language learning.

Practically, the research highlights the need for teacher training programs to include modules on the Al-Miftah method, particularly for instructors in MTs and other secondary-level Islamic institutions. As the study shows, teacher competence and consistency in applying the modules play a crucial role in improving learner outcomes. Additionally, the observed increase in language proficiency suggests that integrating structured learning cycles and adaptive media could strengthen early childhood language education more broadly.

For the field of Islamic family studies, the findings regarding kafa'ah reaffirm the significance of compatibility in fostering marital harmony. These insights could inform premarital counseling programs and curriculum development in fiqh munakahat courses, particularly in institutions emphasizing applied Islamic guidance.

### **4. Limitations**

Despite its contributions, this study has several limitations that should be acknowledged. First, the sample size was relatively small and limited to a single MTs institution, which may restrict the generalizability of the findings to other educational contexts with different student demographics or institutional cultures. Second, the qualitative design, while appropriate for in-depth exploration, relies on subjective interpretations that may be influenced by researcher and participant biases. Although triangulation and member checking were employed, the possibility of interpretive bias cannot be entirely eliminated.

Third, the study focused primarily on short-term learning outcomes and did not include longitudinal data that could capture sustained mastery or long-term language proficiency. Additionally, while the document analysis provided insights into the structure and pedagogical design of the Al-Miftah text, it did not assess students' performance on standardized grammar assessments, which could offer further empirical support. These limitations present opportunities for future research, particularly studies that integrate mixed-methods approaches, involve multiple institutions, or evaluate long-term effects of the Al-Miftah method on students' Arabic literacy.

## CONCLUSION

This study confirms that the implementation of the Al-Miftah method significantly enhances students' mastery of fundamental nahwu principles, directly addressing the objectives outlined at the beginning of the research. The findings demonstrate that the method's structured modules, rhythmic elements, and visual cues effectively support students in identifying and analyzing key grammatical components such as isim, fi'il, harf, fa'il, and maf'ul. The study also reveals a measurable improvement in learners' overall language proficiency, as reflected in the upward progression of achievement percentages across learning cycles. Additionally, the analysis of kafa'ah reaffirms its considerable influence on marital harmony, illustrating that compatibility across religious, moral, and social domains contributes to long-term relationship stability. These results collectively provide critical insights into how systematic instructional design and contextual reinforcement can optimize learning outcomes in Islamic educational settings.

This study offers three key contributions to the existing body of knowledge. First, it advances theoretical understanding of grammar acquisition by demonstrating how structured scaffolding and multimodal reinforcement—central features of the Al-Miftah method—facilitate rapid and meaningful comprehension of Arabic grammar among secondary-level learners. Second, the study provides empirical validation for the effectiveness of Al-Miftah in the MTs context, an area that has received limited scholarly attention compared to pesantren settings. By situating the method within a formal madrasah environment, the research fills an important empirical gap and extends the applicability of previous findings. Third, the study contributes to the pedagogical discourse on curriculum development by highlighting the instructional value of integrating text design features—such as color coding, schematic diagrams, and rhythmic memorization aids—into grammar teaching materials.

Based on the study's findings and limitations, several recommendations are proposed for future research. First, longitudinal studies are needed to evaluate the long-term effects of the Al-Miftah method on students' grammatical proficiency, reading fluency, and independent text interpretation skills. Such research would help confirm the stability and sustainability of the learning gains identified in this study. Second, expanding the sample to include multiple MTs or pesantren across different regions would strengthen the generalizability of the results and provide insights into institutional or cultural variations that may influence implementation. Third, future studies may consider experimentally testing specific instructional interventions derived from the Al-Miftah framework—such as enhanced visual modules or interactive memorization strategies—to determine their isolated or combined effects on student learning outcomes.

## REFERENCES

- Adams, W. C. (2015). Conducting semi-structured interviews. In K. Newcomer, H. Hatry, & J. Wholey (Eds.), *Handbook of practical program evaluation* (4th ed.). Wiley.
- Ahmadi dan Uhbiyati. (2007). *Ilmu Pendidikan*. Jakarta: Rineka Cipta Alwasilah
- Alhini, A. (2025). Field evaluation of the Al-Miftah method in grammar learning. *Journal of Arabic Pedagogy*, 7(2), 112–130.
- Alsyes, M. (2020). Principles of effective grammar instruction in Arabic language learning. *Journal of Linguistic Education*, 14(1), 55–70.
- Anam, M., & Nurhayati, S. (2025). Long-term impacts of Al-Miftah on productive Arabic skills. *Journal of Islamic Language Studies*, 9(1), 45–61.
- Anwar, M. (2021). Visual and structural design analysis of the Al-Miftah textbook. *Journal of Islamic Education Research*, 5(3), 210–225.

- Azhar Imam Bawani, *Cendekiawan Muslim dalam Perspektif Pendidikan Islam*, Surabaya: Bina Ilmu, 1991.
- Aziza, H. (2021). Comparative effectiveness of the Al-Miftah method in teaching classical Arabic texts. *Didaktika Arabiyah*, 8(2), 133–147. <https://doi.org/10.33379/ebtida.v1i2.1031>
- Bawani, A. I. (1991). *Cendekiawan Muslim dalam perspektif pendidikan Islam*. Bina Ilmu.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Halili, M., Rofi, S., & Huda, H. (2025). Meningkatkan kemampuan membaca kitab kuning melalui metode Al Miftah Lil Ulum pada santri Pondok Pesantren Mambaul Ulum. *FATAWA: Jurnal Pendidikan Agama Islam*, 4(2), 200–206. <https://doi.org/10.37812/fatawa.v4i2.528>
- Hermawan, A. (2014). *Metodologi pembelajaran bahasa Arab*. Remaja Rosdakarya.
- Izomi, M. S. (2025). Implementation of the Book of Al-Miftah Lil Ulum in Nahwu Learning at Mataram City Islamic Boarding School. *Arus Jurnal Psikologi dan Pendidikan*, 4(2), 134–141. <https://doi.org/10.57250/ajpp.v4i2.1380>
- Larasati, D. (2024). Integrating active learning with Al-Miftah: Effects on students' grammatical comprehension. *Journal of Arabic Teaching Innovation*, 3(2), 55–70.
- Muzaky, C. M., & Ishari, N. H. (2020). Implementasi metode Al-Miftah Lil Ulum dalam pembelajaran kitab kuning di Pondok Pesantren Sidogiri Pasuruan. *Tarbiyatuna: Jurnal Pendidikan Islam*, 13(1), 22–36. <https://doi.org/10.36835/tarbiyatuna.v13i1.607>
- Nu Online. (2021, August 18). Keutamaan ilmu dan ulama dalam hadis Nabi. <https://islam.nu.or.id/ilmu%20hadits/keutamaan-ilmu-dan-ulama-dalam-hadits-nabi>
- Nizar, M. J., Abror, T., & Samsuri, H. (2025). Implementasi metode Al-Miftah Lil Ulum dalam meningkatkan standar mutu kemampuan membaca kitab kuning santri di PP Roudlotut Thohirin Sengon Pringgodani Bantur Malang. *AL-MIKRAJ: Jurnal Studi Islam dan Humaniora*, 5(2), 1067–1079. <https://doi.org/10.37680/almikraj.v5i2.6808>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1). <https://doi.org/10.1177/1609406917733847>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Rahmawati, L. (2022). The impact of the Al-Miftah method on students' grammar test performance. *Journal of Arabic Linguistics Education*, 4(1), 66–78.
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage.
- Sanders, E. B.-N., Brandt, E., & Binder, T. (2021). A framework for organizing the tools and techniques of participatory design. *Design Issues*, 37(2), 16–30. [https://doi.org/10.1162/desi\\_a\\_00618](https://doi.org/10.1162/desi_a_00618)
- Schreier, M. (2021). *Qualitative content analysis in practice* (2nd ed.). Sage.

- Sultan, M., & Yahya, M. (2020). Metode Al-Miftah Li Al-'Ulum: alternatif pembelajaran kitab kuning pada pendidikan diniyah formal. *Didaktika: Jurnal Kependidikan*, 14(2), 177–189. <https://doi.org/10.30863/didaktika.v14i2.555>
- Toha, H., & Wargadinata, W. (2023). Efektivitas metode Al Miftah lil Ulum dalam memahami ilmu nahwu pada santri Madrasah Tsanawiyah Mambaus Sholihin. *Al-Fakkaar*, 4(1), 1–17. <https://doi.org/10.52166/alf.v4i1.3808>
- Ubaidillah, I., & Rifā'an, A. (2019). Efektivitas metode Al-Miftah Lil Ulum dalam meningkatkan kualitas membaca kitab kuning pada santri Madrasah Diniyah. *Piwulang: Jurnal Pendidikan Agama Islam*, 2(1), 36–48. <https://doi.org/10.32478/piwulang.v2i1.300>
- Ulil Albab, & Amin, S., et al. (2025). Efektivitas metode Al Miftah Lil Ulum dan metode klasikal terhadap minat dan hasil belajar kitab kuning santri di Madrasah Diniyah Roudlotul Khuffadz Kabupaten Sorong. *EDUKASI*, 13(1), 171–186. <https://doi.org/10.61672/judek.v13i1.2935>
- Yasin, M., Abdullah, S., & Fahmi, R. (2023). Foundational challenges in Arabic learning in Indonesian Islamic schools. *Journal of Islamic Language Education*, 7(1), 1–18.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.