



The Effectiveness of Al-Miftah Lil Ulum in Learning the Yellow Book in the Intensive Course of Pare Kediri

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Abstract

The ability to read the yellow book is still an important competency in Islamic education, but many students experience difficulties due to the weak mastery of Arabic rules, especially in the context of non-formal education. This study aims to analyze the effectiveness of the Al-Miftah Lil Ulum method in learning the yellow book in the Al-Azhar Pare Kediri Arab Village Advanced Book Program (Maktab). The research uses a descriptive qualitative approach with a field research design. Data were obtained through participatory observation of around ten meetings, in-depth interviews with three teachers and five students who were selected purposively, and documentation analysis. Data analysis was carried out using the Miles and Huberman model through data reduction, data presentation, and conclusion drawn, while the validity of the data was strengthened through triangulation of sources and methods. The results of the study show that the Al-Miftah Lil Ulum method is effective in improving the ability to read the yellow book through four main aspects, namely increasing the mastery of nahwu-sharaf, the ability to read the yellow book, motivation and learning engagement, and the success of applying the method to participants with heterogeneous backgrounds. The novelty of this research lies in the finding that the Al-Miftah Lil Ulum method, which has been widely studied in the formal pesantren environment, is also effectively applied to non-formal Arabic language courses that are intensive. Theoretically, these findings expand the understanding of the adaptability of the yellow book learning method outside the context of Islamic boarding schools. Practically and policyly, the results of this research can be a reference for the development of yellow book literacy programs in non-formal Islamic educational institutions. **Keywords:** *Al-Miftah Lil Ulum; effectiveness; the yellow book; College Programs; Non-Formal Islamic Education.*

Abstrak

Kemampuan membaca kitab kuning masih menjadi kompetensi penting dalam pendidikan Islam, namun banyak peserta didik mengalami kesulitan akibat lemahnya penguasaan kaidah bahasa Arab, terutama pada konteks pendidikan nonformal. Penelitian ini bertujuan menganalisis efektivitas metode Al-Miftah Lil Ulum dalam pembelajaran kitab kuning pada Program Mahir Kitab (Maktab) Kampung Arab Al-Azhar Pare Kediri. Penelitian menggunakan pendekatan kualitatif deskriptif dengan desain penelitian lapangan. Data diperoleh melalui observasi partisipatif sekitar sepuluh kali pertemuan, wawancara mendalam dengan tiga pengajar dan lima santri yang dipilih secara purposive, serta analisis dokumentasi. Analisis data dilakukan menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diperkuat melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa metode Al-Miftah Lil Ulum efektif meningkatkan kemampuan membaca kitab kuning melalui empat aspek utama, yaitu

peningkatan penguasaan nahwu-sharaf, kemampuan membaca kitab kuning, motivasi dan keterlibatan belajar, serta keberhasilan penerapan metode pada peserta dengan latar belakang yang heterogen. Kebaruan penelitian ini terletak pada temuan bahwa metode Al-Miftah Lil Ulum yang selama ini banyak dikaji pada lingkungan pesantren formal juga efektif diterapkan pada lembaga kursus bahasa Arab nonformal yang bersifat intensif. Secara teoretis, temuan ini memperluas pemahaman mengenai adaptabilitas metode pembelajaran kitab kuning di luar konteks pesantren. Secara praktis dan kebijakan, hasil penelitian ini dapat menjadi rujukan bagi pengembangan program literasi kitab kuning pada lembaga pendidikan Islam nonformal.

Kata Kunci: Al-Miftah Lil Ulum; efektivitas; kitab kuning; Program Maktab; pendidikan Islam nonformal.

Research Background

Learning the yellow book is still one of the main pillars in the tradition of Islamic education in Indonesia. The ability to read the yellow book not only serves as a means of understanding the treasures of classical Islamic science, but also becomes an indicator of mastery of the science of tools, especially nahwu and sharaf, which are the foundation in understanding Islamic texts in Arabic. In the midst of the development of increasingly diverse Islamic educational institutions, the learning of the yellow book still maintains its position as an important instrument in the process of transmitting Islamic knowledge. Data from the Ministry of Religious Affairs of the Republic of Indonesia shows that in the 2023/2024 school year there are around 39,551 Islamic boarding schools with more than 4.9 million students spread across various regions of Indonesia (March 2024). This condition shows that Islamic boarding schools and educational institutions still have a strategic role in maintaining the sustainability of the yellow book literacy tradition and the development of religious competence of the Indonesian Muslim generation.

However, the ability to read the yellow book is still a challenge faced by many students. Various studies show that the success of reading the yellow book is greatly influenced by the mastery of nahwu and sharaf applied contextually in the reading of Arabic texts. A significant relationship

between the mastery of nahwu-sharaf and the ability to read the yellow book has been proven in various studies so that grammatical ability is an important factor in the success of learning the yellow book (Mariyam 2021). However, nahwu learning that is too oriented to memorize the rules often results in abstract and difficult to apply when students are confronted directly with Arabic texts without harakat (Mawaddah 2022). This challenge is even greater in the era of modern education which demands more effective, applicative, and oriented to direct text reading skills (Ghoffar & Muid 2024; Sulaikho et al. 2023). Similar findings also show that learning the yellow book requires an approach that is able to integrate mastery of grammatical theory with the practice of reading texts intensively so that students can understand the content of the book independently (Paramansyah et al. 2022).

This problem becomes increasingly complex in non-formal Islamic educational institutions that do not implement a boarding education system like Islamic boarding schools in general. In contrast to formal Islamic boarding schools that have a relatively homogeneous language environment and religious academic culture, intensive Arabic language courses accept students from various regions with diverse educational backgrounds, ages, learning experiences, and early abilities. This heterogeneity often causes learning ability gaps that affect the effectiveness of learning

the yellow book. In addition, the limited learning time and the absence of a dormitory-based learning environment cause the process of internalizing nahwu and sharaf materials requires a more adaptive and structured learning strategy. Therefore, a learning method is needed that is not only effective in delivering Arabic grammar material, but also able to accelerate the ability to read the yellow book in students with heterogeneous characteristics (Hanni et al., 2025; Zuhdi et al., 2024).

One of the methods that has developed and is widely used in learning the yellow book is Al-Miftah Lil Ulum which was developed by the Sidogiri Pasuruan Islamic Boarding School. This method is designed as a program to accelerate the mastery of nahwu and sharaf through simplification of materials, the use of nadzam, tiered exercises, and the practice of reading the book directly. These characteristics make Al-Miftah Lil Ulum one of the methods designed to help students understand the structure of the Arabic language more systematically and efficiently so that they can accelerate the ability to read the yellow book (Citizen 2023). Various studies have shown that the Al-Miftah Lil Ulum method has a positive contribution to improving the ability to read the yellow book and mastering nahwu-sharaf. The implementation of this method has been proven to make it easier for students to understand the structure of the Arabic language and improve the ability to read the yellow book at various levels of Islamic education (El Amin & Nurhayati 2020; Rahmawati & Ainun, 2021).

Other research also shows that the Al-Miftah Lil Ulum method is effective in improving students' reading ability and has a positive impact on Arabic grammar comprehension (Aziza et al. 2021; Hakim

2021; Mashluchah & Khoir 2022). More recent findings show that this method remains relevant in various Arabic learning contexts and is able to significantly improve student learning outcomes (Muhajirin & Zani 2024; Sulastri 2024). However, a review of previous research shows that there are research gaps that still need attention.

Most of the research on the Al-Miftah Lil Ulum method is carried out in the environment of formal Islamic boarding schools, early madrasas, or educational institutions that have a boarding learning system with relatively homogeneous student characteristics. Research at the Matholi'ul Anwar Lamongan Islamic Boarding School showed an increase in students' ability to read the yellow book, but it was carried out in a formal pesantren environment with students with relatively uniform educational backgrounds (Hakim 2021). Research at the Al-Badar Parepare Islamic Boarding School also showed an increase in the grammatical competence of students, but it has not studied students with non-pesantren backgrounds (Muhajirin & Zani 2024). Meanwhile, research on the implementation of the Al-Miftah Lil Ulum method at the Sidogiri Islamic Boarding School is still limited to the context of the method development institution so that the findings produced have not been able to describe the application of the method in different learning contexts (Muzaky & Ishari, 2020). Other research also still focuses on madrassas and formal educational institutions so that they have not reached the context of non-formal intensive Arabic courses with heterogeneous student characteristics (Mashluchah & Khoir 2022; Citizen 2023).

Based on this analysis, there are similarities between this research and the previous research, which both examined the Al-Miftah Lil Ulum method as a learning

strategy for the yellow book. However, this research has fundamental differences in the institutional context of the research. If the previous research was carried out on formal Islamic boarding schools and madrasah diniyah which have a relatively homogeneous learning environment, this research was carried out in the Mahir Kitab Program (Maktab) of Al-Azhar Arab Village Pare Kediri which is a non-formal intensive Arabic language course institution with students from various regions, educational levels, and diverse learning experiences. Therefore, the novelty of this study lies in the analysis of the effectiveness of the Al-Miftah Lil Ulum method in the context of non-formal intensive Arabic courses that have not been widely studied in previous studies. This research is limited to the implementation of the Al-Miftah Lil Ulum method in the Al-Azhar Pare Kediri Arab Village Advanced Book Program (Maktab) during the 2026 research period. The focus of the research is directed at the effectiveness of learning management by teachers, the involvement and development of students' learning, as well as the results of the evaluation of the reading ability of the book of Fathul Qarib. This study does not compare the Al-Miftah Lil Ulum method with other learning methods and is not intended to generalize all Arabic language course institutions in Indonesia.

Based on this description, this study aims to analyze the effectiveness of the Al-Miftah Lil Ulum method in learning the yellow book in the Al-Azhar Pare Kediri Arabic Village Book Proficiency Program. In particular, this study aims to examine the effectiveness of learning management by teachers, analyze the level of involvement and learning development of students, and evaluate learning outcomes reflected in the ability to read the yellow book.

Scientifically, this research is expected to enrich the study of yellow book learning in non-formal Islamic educational institutions and contribute to the development of Arabic learning models that are effective, adaptive, and relevant to the needs of heterogeneous students.

Research Methodology

This study uses a case study design (*Case Study*) with a descriptive qualitative approach and field research methods (*Field Research*). The case study design was chosen because the research focuses on an in-depth study of the application of the Al-Miftah Lil Ulum method in learning the yellow book in the Al-Azhar Pare Kediri Arab Village Advanced Book Program (Maktab). The qualitative approach is used to gain a deep understanding of the learning process, the interaction between teachers and students, and the effectiveness of methods applied in real learning contexts (Creswell & Poth, 2016; Moleong, 2018). The research will be carried out in February 2026 at the Al-Azhar Arab Village Advanced Book Program (Maktab) located on Jalan Cempaka No. 22, Tegalsari, Tulungrejo, Pare, Kediri, East Java. The focus of the research is directed at the effectiveness of the application of the Al-Miftah Lil Ulum method in learning the yellow book which includes learning management by teachers, student involvement during the learning process, and the achievement of the yellow book reading ability obtained by program participants.

The main instruments in this study are researchers (human instruments), while supporting instruments include observation guidelines, semi-structured interview guidelines, documentation sheets, and field notes. The research informants were selected using purposive sampling techniques based on their level of involvement and knowledge of the implementation of the program. The

informants consisted of eight people including three teachers and five students. The number of informants is determined based on the principle of data saturation, which is when the information obtained has shown repetition and no longer produces new findings relevant to the focus of the research (Saunders et al. 2018). Data collection was carried out through observation, interviews, and documentation. Participatory observation was carried out ten times during the learning activities to observe learning activities, the use of the Al-Miftah Lil Ulum method, the interaction of teachers and students, and the level of student participation. In-depth interviews were conducted with teachers and students to obtain information about their experiences, perceptions, and evaluations of the learning process. Documentation is used to complete the data through the review of the Al-Miftah Lil Ulum guidebook, learning schedules, evaluation results, photos of activities, and other documents related to the implementation of the program.

Data analysis uses the interactive model of Miles, Huberman, and Saldaña which includes data reduction, data presentation, and conclusion drawing and verification (Miles et al. 2014). The observation data was recorded in the field notes, while the interview data was recorded, transcribed, and analyzed through coding, categorizing, and thematizing stages. The coding stage is carried out by identifying relevant information from all the collected data. Furthermore, codes that have a common meaning are grouped into certain categories. The categories are then arranged into main themes that illustrate the effectiveness of the application of the Al-Miftah Lil Ulum method in learning the yellow book. The benchmark of learning effectiveness in this study includes the achievement of learning

objectives, the effectiveness of classroom management by teachers, the level of student involvement, mastery of nahwu and sharaf materials, and the ability to read the yellow book based on the results of learning evaluation. The validity of the data is maintained through trustworthiness criteria which include *Credibility*, *dependability*, *Confirmability*, and *transferability* (Lincoln 1980). *Credibility* is carried out through source triangulation, method triangulation, and member checking. *Dependability* is maintained through systematic recording of the research process (audit trail). *Confirmability* This is done by documenting the entire process of data collection and analysis so that findings can be traced back to their original source. The *transferability* strengthened through the presentation of detailed descriptions of the research context so as to allow the reader to assess the relevance of the findings in similar contexts

Results and Interpreters

A. Results

This research produced data obtained through participatory observation of ten meetings, in-depth interviews with three teachers (U1, U2, and U3) and five students (S1, S2, S3, S4, and S5), as well as an analysis of learning documents of the Al-Azhar Pare Kediri Arab Village Advanced Book Program (Maktab). The results of the research are presented based on three main focuses, namely the program profile, the implementation of the Al-Miftah Lil Ulum method, and the findings of the effectiveness of learning the yellow book.

1. Profile of the Proficient Book Program (College)

The Mahir Kitab (Maktab) program is one of the flagship programs of Al-Azhar Arab Village Pare Kediri which is designed to improve the ability to read the yellow book through intensive mastery of nahwu and

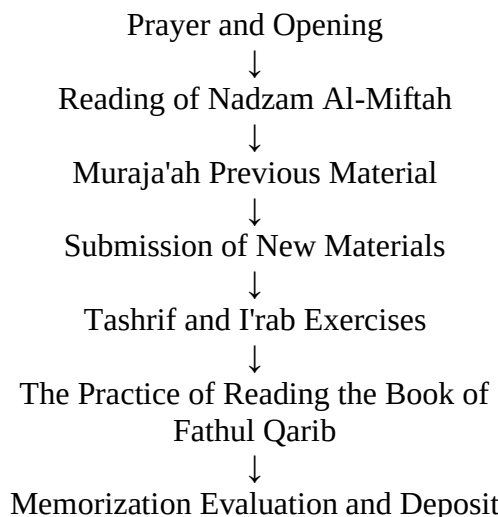
sharaf. This program is carried out for two months with a learning frequency of four sessions every day from Monday to Friday. Each session lasted for 90 minutes with the division of activities in the form of material delivery, muraja'ah, nadzam memorization, tashrif exercises, and the practice of reading the book. At the time of the study, the number of program participants was six people from different educational backgrounds and regions. Some participants have experience studying in Islamic boarding schools, while others come from public schools and have not had experience reading the yellow book systematically. This diversity is the main characteristic of the participants of the College Program. This program focuses on mastering the rules of nahwu and sharaf as the foundation of the ability to read the yellow book. Through intensive and structured learning, participants are instructed to be able to understand the position of words in sentences, determine i'rab, perform tashrif, and apply the rules learned in the reading of the book of Fathul Qarib as the main practice book.

2. Implementation of the Al-Miftah Lil Ulum Method

The learning of the yellow book in the College Program uses the Al-Miftah Lil Ulum method which is compiled in four volumes of learning. Based on the results of observations, the learning process takes place in a structured and consistent manner at each meeting. The learning activity began with the reading of prayers and nadzam Al-Miftah, followed by muraja'ah of the previous material, the delivery of new material, and the practice of reading the book of Fathul Qarib. The results of the observation show that teachers use the Al-Miftah Lil Ulum guidebook as the main reference in determining learning achievement targets. Each participant follows the same learning

stages according to the order of the volumes that have been set. In addition to classroom learning, participants also participated in periodic evaluations in the form of nadzam memorization deposits, tashrif exercises, i'rab practices, and book reading exams.

Figure 1. Flow of Implementation
of the Al-Miftah Lil Ulum Method



Memorization Evaluation and Deposit
In addition, the results of the interviews showed that the consistency of the application of the method was the main concern of the teachers. Informant U1 stated: *"Before teaching at the College, we followed internal briefing first. This is important so that every teacher understands the philosophy, the stages of the volume, and how to convey nadham correctly. Consistency of method is key, because if the delivery is not uniform, students will be confused."* The statement shows that the success of the implementation of the method is not only determined by the quality of the teaching materials, but also by the uniformity of understanding and teaching practices carried out by the teachers.

2. Learning Effectiveness Findings

Based on the results of observations, interviews, and documentation, a number of findings were obtained regarding the effectiveness of the Al-Miftah Lil Ulum method in learning the yellow book as

presented in Table 1. Table 1. Findings of the Effectiveness of the Al-Miftah Lil Ulum Method in the Advanced Book Program (Maktab)

Yes	Observed Aspects	Findings Indicators	Supporting Data
1	Achievement of Learning Objectives	Students are able to identify the types of sentences, signs of i'rab, and perform tashrif independently	Daily observation and evaluation
2	Nahwu-Sharaf Domination	Students are able to distinguish between mu'rab and mabni and determine the position of words in sentences	Interviews and documentation
3	Confidence in Reading Books	The students dare to read the book independently without harakat	Observations and interviews
4	Learning Motivation and Engagement	Active participation in nadzam, muraja'ah, discussion, and reading practice	Observations and interviews
5	Activeness of Asking and Discussing	The frequency of questions increases as learning progresses	Field notes
6	Evaluation of the Practice of Reading the Book	All students were able to complete the reading of the text without any expectations at the final evaluation	Exam documentation
7	Classroom Management by Teachers	Learning takes place in a structured and	Observations and interviews

		conductive manner	
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Source: Field data of researchers (2026) researchers.

3. Effectiveness on the Mastery of Nahwu-Sharaf

The first findings showed that participants experienced progress in mastering nahwu and sharaf materials. Based on observation notes, participants who at the beginning of the program were not able to distinguish the types of Arabic sentences began to be able to identify isim, fi'il, and letters independently in the middle of the program. In addition, participants are also able to perform tashrif fi'il and determine the signs of i'rab in the text studied. This development can be seen from the ability of participants to distinguish words that are mu'rab and mabni, determine the position of words in sentences, and perform simple grammatical analysis when reading Arabic texts. The results of the daily evaluation documentation showed that most of the participants experienced a gradual improvement in their abilities as the volumes of Al-Miftah Lil Ulum were completed. The S3 informant stated: *"At first I was really afraid of the yellow book because it seemed so complicated. But after a few weeks of taking this class, I began to realize that there were patterns to be learned. Nadham helped me remember the rules without having to memorize word for word."* The statement shows that the use of nadzam in the Al-Miftah Lil Ulum method helps participants understand and remember the rules of nahwu-sharaf more easily.

4. Effectiveness on the Ability to Read the Yellow Book

The second finding is related to the ability to read the yellow book. The results of the evaluation documentation showed that all participants took the practice exam to read the book of Fathul Qarib at the end of the program. Based on the teacher's notes, all participants were able to read one page of text without any expectations with a level of accuracy that was assessed to meet the program achievement standards. Observations at the final meetings showed

that participants read more fluently, were able to determine i'rab words, and were no longer completely dependent on the help of teachers. Participants also showed the ability to correct reading errors independently when they found inconsistencies in sentence structure. The S2 informant explained: *"I have a background in Islamic boarding schools, but honestly, my understanding of nahwu in the past is still scattered and not systematic. Here, the Al-Miftah method helps me to tidy up the understanding that has been there so far. Now I am more confident in reading the book because I know the basics clearly."* These findings show that the Al-Miftah Lil Ulum method not only helps beginners, but is also able to strengthen the understanding of participants who have had previous learning experiences.

4. Effectiveness on Learning Motivation and Engagement

The third finding showed an increase in motivation and participant involvement during the learning process. The results of the observation showed that all participants were actively involved in nadzam memorization activities, tashrif exercises, muraja'ah, and question and answer sessions. No passive participants were found during the learning process. The participation of the participants can be seen from the courage to ask questions, provide answers to the teacher's questions, and take turns reading the book. The frequency of interaction between participants and teachers also increased as learning progressed. The U2 informant stated: *"What is interesting about this Maktab class is the consistent enthusiasm of the students. They not only sit and listen, but actively ask questions, repeat together, and remind each other. The learning atmosphere is lively."* The statement indicates that the Al-Miftah Lil Ulum method not only has an impact on the cognitive aspect, but also encourages the active involvement of participants in the learning process.

5. Effectiveness in Heterogeneous Participants

The fourth finding shows that the Al-Miftah Lil Ulum method can be applied to participants with diverse educational backgrounds. Participants who have experience studying at Islamic boarding schools and participants who are new to learning Arabic can follow the same learning stages until completing the program. The gradual approach through four volumes of learning allows beginner participants to follow the learning process systematically, while participants who already have a nahwu-sharaf basis have the opportunity to strengthen and reorganize their understanding. The results of the evaluation documentation showed that all participants successfully completed the learning targets set by the program and were able to take the book reading practice exam at the end of the lesson. The U3 informant explained: *"Participants who enter the Maktab class have different initial abilities. Some have already been slacking and some are really just learning nahwu. However, with a gradual volume system, they can still follow the learning process to the stage of reading the book."*

These findings show that the learning structure of Al-Miftah Lil Ulum has a fairly high level of adaptability to the diversity of participants' initial abilities. In general, observation, interview, and documentation data show that the application of the Al-Miftah Lil Ulum method in the Mahir Kitab Program (Maktab) runs according to the planned stages and produces learning outcomes that can be seen in the mastery of nahwu-sharaf, the ability to read the yellow book, learning motivation, and the involvement of participants during the learning process

B. Discussion

1. The Effectiveness of the Al-Miftah Lil Ulum Method on the Mastery of Nahwu-Sharaf

The findings of the study show that the Al-Miftah Lil Ulum method makes a positive contribution to the mastery of nahwu and sharaf of participants of the Mahir Kitab Program (Maktab). Observation data showed that participants who at the beginning of learning still had difficulty distinguishing isim, fi'il, and letters, in the next stage were able to identify word categories, determine the sign of i'rab, and perform tashrif fi'il independently. These findings show the achievement of learning objectives as stated by Sudjana that the effectiveness of learning is characterized by the achievement of goals that have been optimally planned (Sudjana 2021). In the context of this study, the mastery of nahwu and sharaf does not stop at the concept memorization aspect, but develops to the ability to apply the rules in the analysis of the structure of the Arabic language.

Based on Bloom's taxonomy, these achievements reflect the development of cognitive abilities from the level of remembering through memorization of nadzam, understanding through the explanation of the function of rules, applying through tashrif and i'rab, to analyzing sentence structure in the yellow book. Thus, the learning process not only results in the mastery of declarative knowledge, but also higher thinking skills. This success is inseparable from the characteristics of the Al-Miftah Lil Ulum method which is compiled in stages through four volumes of learning. Each volume builds a specific competency before the participant moves on to the next stage. A systematic learning structure allows participants to gain a strong grammatical foundation so that they are able to understand the relationship between elements of Arabic more comprehensively. Based on the theory of learning effectiveness, the success of learning is characterized by the achievement of predetermined goals (Sudjana 2021). The findings of this study are in line with Hakim (2021) and Muhajirin and

Zani (2024) who show that the Al-Miftah Lil Ulum method is able to increase the mastery of nahwu-sharaf of students.

2. The Effectiveness of the Al-Miftah Lil Ulum Method on the Ability to Read the Yellow Book

The results of the study show that the Al-Miftah Lil Ulum method has an effect on improving the reading ability of the yellow book of participants in the College Program. This finding can be seen from the success of all participants in taking the practice exam to read the book of Fathul Qarib without harakat at the end of the program. The improvement of reading ability can be explained through *Vygotsky's theory of constructivism* which emphasizes the importance of scaffolding in the learning process. In the Al-Miftah Lil Ulum method, the teacher plays the role of providing assistance gradually through the explanation of the rules, tashrif exercises, i'rab practice, and reading the book. The assistance is then reduced slowly until participants are able to read the text independently.

The concept of accelerating the independence of reading the yellow book is in line with *Zone of Proximal Development* (ZPD) Vygotsky, i.e. the distance between actual and potential capabilities achieved through the help of a more competent party (Muntasir & Akbar 2023; Shabani et al. 2010). Within this framework, *scaffolding* is given in full at the initial stage of learning and then reduced gradually until students are able to complete the task independently with a higher level of accuracy (Hilmi & Miranda 2025; Suardipa 2020). In addition, the use of nadzam as a learning medium also helps the process of internalizing the rules of nahwu and sharaf. According to Sulaikho et al. (2023), the rhythm and song-based mnemonic approach can improve participants' memory of material that is conceptual and requires long-term memorization. In this study, nadzam memorization functions as a bridge between

the mastery of theory and the practice of reading books. The results of this study support the findings of Hakim (2021), Muhajirin and Zani (2024), and Al Jawad et al. (2025) who concluded that the Al-Miftah Lil Ulum method is effective in improving the ability to read the yellow book because it directly links the learning of the rules with the practice of reading authentic texts (Al Jawad et al. 2025; Hakim 2021; Muhajirin & Zani 2024).

3. The Effectiveness of the Al-Miftah Lil Ulum Method on Learning Motivation and Engagement

The findings of the study show that the participants of the College Program have a high level of motivation and learning involvement during the learning process. This can be seen from the active participation of participants in memorizing nadzam, muraja'ah, tashrif exercises, class discussions, and the practice of reading the book. The findings of the study show that the participants of the College Program have high motivation and learning involvement during the learning process. This condition can be explained through *Self-Determination Theory* (SDT) developed by Ryan and Deci (2017, 2020). According to this theory, intrinsic motivation grows when learners gain experiences that reinforce a sense of competence, autonomy, and connectedness. In the context of this study, the gradual successes experienced by the participants, such as memorizing nadzam, completing tashrif exercises, and reading the book independently, became a learning experience that strengthened the sense of ability and thus encouraged higher involvement in learning (Ryan & Deci, 2020).

The findings are in line with the results of research by Howard et al. (2021) which showed that autonomous motivation is positively correlated with learning engagement and academic perseverance. In addition, Lou and Noels (2016) explain that participants who view language skills as

something that can develop gradually tend to have a stronger learning orientation and are more resilient to difficulties (Howard et al. 2021; Lou & Noels 2016). Therefore, the high participation of students in memorizing nadzam, muraja'ah, discussions, and the practice of reading the book shows that the Al-Miftah Lil Ulum method not only supports mastery of the material, but also contributes to the formation of sustainable learning motivation.

The participants' experience of gradual success is in line with the findings that structured assignments, accompanied by positive feedback and reinforcement, can increase students' motivation to learn, confidence, and perseverance (Abzhanova et al. 2025). Theoretically, repeated successes serve as *Mastery Experiences* that strengthens *self-efficacy*, thus encouraging participants to be more active and persistent in the learning process (Ommering et al 2021; Schunk 1991). From a student engagement perspective, the Al-Miftah Lil Ulum method also succeeded in activating three dimensions of learning engagement simultaneously. First, behavioral involvement (*Behavioral Engagement*) which can be seen from the activeness of the participants in various learning activities. Second, cognitive engagement (*cognitive engagement*) which is evident from the participants' efforts to understand and analyze the rules of the Arabic language. Third, emotional engagement (*emotional engagement*) which is shown through enthusiasm and a positive attitude towards the learning process. The results of this study support the findings of Rahmawati and Ainun (2021) who stated that the Al-Miftah Lil Ulum method is able to increase students' enthusiasm for learning through a combination of memorization activities, practice, and continuous evaluation.

4. The Effectiveness of the Al-Miftah Lil Ulum Method on Participants with Heterogeneous Backgrounds

One of the important findings of this study is the ability of the Al-Miftah Lil Ulum method to be applied to participants who have diverse educational backgrounds. Participants from Islamic boarding schools and public schools can follow the learning process until completing the predetermined program targets. This success shows that the Al-Miftah Lil Ulum method has inclusive characteristics. A gradual learning structure allows beginners to gain a sufficient foundation before entering more complex material. On the other hand, participants who have had nahwu-sharaf learning experience still benefit from strengthening and systematizing the knowledge they already had. This finding has novelty value because most of the previous research on the Al-Miftah Lil Ulum method was conducted in a formal pesantren environment with relatively homogeneous participant characteristics. In contrast to the previous research, this research was carried out in non-formal Arabic language course institutions that accepted participants from various regions and educational backgrounds.

The results showed that the effectiveness of the method did not depend on the homogeneity of the participants, but on the consistency of the method implementation, the competence of the teachers, and the intensity of the learning provided. These findings expand on the research results of Toha and Wargadinata (2023), Mashluchah and Khoir (2022), and Anam and Jasminto (2025) which confirm that nahwu-sharaf learning that is arranged in stages is easier to adapt to participants with different initial abilities (Anam & Jasminto 2025; Samani & Yanto 2012; Citizen 2023). Thus, this study makes a new contribution that the Al-Miftah Lil Ulum method is not only effectively applied in formal Islamic boarding schools, but can also be implemented successfully in non-formal Arabic course institutions that have heterogeneous participants.

Conclusion

This study concludes that the Al-Miftah Lil Ulum method is effectively used in learning the yellow book in the Al-Azhar Pare Kediri Arab Village Advanced Book Program (Maktab). The effectiveness can be seen in the ability of the method in helping participants master the rules of nahwu-sharaf, improving the ability to read the yellow book, fostering motivation and learning engagement, and facilitating participants who have diverse educational backgrounds. The gradual learning structure through the volume system, supported by nadzam memorization, muraja'ah, tashrif exercises, and the practice of reading the book, makes the learning process more systematic and applicable so that participants are able to apply the rules of Arabic directly in reading the yellow book. The findings of this study show that the Al-Miftah Lil Ulum method is not only relevant to be applied in formal Islamic boarding school environments, but also effective in non-formal Islamic educational institutions that have heterogeneous participant characteristics. Therefore, the results of this research can be a reference for managers of Arabic language courses, Islamic boarding schools, and other Islamic educational institutions in developing a learning model of the yellow book that is more structured, intensive, and oriented towards classical Arabic text reading skills. This research is still limited to one institution with a relatively small number of participants. Therefore, further research is recommended to examine the implementation of the Al-Miftah Lil Ulum method in different institutional contexts, involve a wider number of participants, or compare it with other yellow book learning methods so as to obtain a more comprehensive picture of the effectiveness, advantages, and limitations of the method.

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