

APPLICATION OF THE AL-MIFTAH LIL ULUM METHOD TO IMPROVE THE SPEED OF READING THE UNVOWELLED ARABIC TEXTS

Mohammad Hasan Khoirul Anwar^{1✉}, Izzul Haqqi², Endah Tri Wisuda Ningsih³

^{1,2,3}Universitas Islam Zainul Hasan Genggong Probolinggo, Indonesia

✉ Corresponding author (ahsanelek17@gmail.com)

Received: December 19, 2026. Accepted: April 4, 2026. Published: April 9, 2026

This work is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)



ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan metode Al-Miftah Lil Ulum dalam meningkatkan kecepatan membaca kitab gundulan pada santri tingkat ibtidaiyah di Pondok Pesantren Raudlatul Hasan Maron Probolinggo. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Data dikumpulkan melalui observasi pembelajaran, wawancara mendalam dengan pimpinan pesantren, kepala lembaga kitab, dan guru pengampu, serta dokumentasi kegiatan pembelajaran. Hasil penelitian menunjukkan bahwa metode Al-Miftah Lil Ulum diterapkan secara sistematis melalui empat jilid bertingkat yang berfokus pada penguasaan unsur dasar kalimat Arab, pemahaman konteks kata, penguasaan pola fi'il, dan analisis i'rab. Penerapan metode ini terbukti mampu meningkatkan kecepatan dan ketepatan santri dalam membaca kitab gundulan secara signifikan, serta memperkuat motivasi, kepercayaan diri, dan kemandirian belajar melalui integrasi nadzam, praktik langsung, dan evaluasi autentik. Temuan ini menegaskan bahwa metode Al-Miftah Lil Ulum memiliki implikasi praktis yang krusial bagi pengembangan sistem pembelajaran kitab di pesantren, khususnya sebagai model pembelajaran terstruktur yang mampu mempercepat penguasaan literasi kitab tanpa mengabaikan akurasi gramatikal. Implementasi metode ini dapat menjadi strategi efektif bagi pesantren dalam meningkatkan kualitas lulusan secara lebih efisien, memperkuat budaya literasi kitab, serta menjawab tuntutan modernisasi pendidikan pesantren tanpa meninggalkan tradisi keilmuan klasik.

Kata Kunci: *Al-Miftah Lil Ulum, Kitab Gundulan, Kecepatan Membaca.*

ABSTRACT

This study aims to examine the implementation of the Al-Miftah Lil Ulum method in improving the reading speed of unvowelled Arabic texts (kitab gundul) among ibtidaiyah-level students at Pondok Pesantren Raudlatul Hasan Maron Probolinggo. A descriptive qualitative approach with a case study design was employed. Data were collected through classroom observations, in-depth interviews with pesantren leaders, the head of the kitab learning institution, and instructors, as well as documentation of learning activities. The findings indicate that the Al-Miftah Lil Ulum method is systematically implemented through four progressive instructional volumes focusing on basic word identification, contextual understanding, mastery of verb patterns, and i'rab analysis. The method significantly improves students' reading speed and accuracy, while also enhancing motivation, confidence, and learning autonomy through the integration of nadzam, direct practice, and authentic assessment. These findings highlight the crucial practical implications of the Al-Miftah Lil Ulum method for pesantren education, particularly as a structured instructional model that accelerates kitab literacy acquisition without compromising grammatical accuracy. The implementation of this method offers an effective strategy for pesantren to improve the quality of graduates more efficiently, strengthen the culture of classical text literacy, and respond to the demands of educational modernization while preserving the integrity of traditional Islamic scholarship.

Keywords: *Al-Miftah Lil Ulum, Unvowelled Arabic Texts, Reading Speed.*

INTRODUCTION

Islamic boarding schools (*pesantren*) in Indonesia continue to face dynamic educational challenges, particularly in ensuring that students (*santri*) develop adequate competence in reading classical Islamic texts (*kitab kuning*). These texts, which are predominantly written in unvowelled Arabic (*kitab gundul*), require a strong mastery of Arabic grammatical sciences, especially *nahwu* (syntax) and *sharaf* (morphology). The ability to read such texts is not only a technical skill but also a fundamental requirement for accessing classical Islamic knowledge and maintaining the continuity of Islamic intellectual traditions.¹ However, beginner students often struggle with the complexity of grammatical structures, which results in slow reading performance and limited comprehension.

Preliminary observations conducted at Pondok Pesantren Raudlatul Hasan Maron Probolinggo indicate that ibtidaiyah-level students tend to read *kitab gundul* word-by-word, with frequent pauses and strong dependence on teacher guidance. Similar conditions have been identified in other pesantren contexts, where students' reading difficulties are closely related to their limited mastery of *nahwu* and *sharaf*, leading to low fluency and inefficiency in learning processes.² As a result, much instructional time is spent on basic decoding rather than deeper comprehension, highlighting the urgent need for more effective and efficient instructional approaches.

From a theoretical perspective, reading speed is closely related to automaticity in recognizing linguistic patterns and reducing cognitive load during the decoding process. Studies on reading instruction emphasize that repeated exposure and structured practice can significantly enhance reading fluency and accuracy.³ In the context of Arabic texts, however, speed reading involves not only visual processing but also the ability to recognize morphological patterns and syntactic relationships simultaneously. Therefore, effective learning models must integrate grammatical mastery with contextual reading practice to ensure that increased speed does not compromise comprehension.

In response to these challenges, pesantren have adopted various instructional methods to improve students' ability to read *kitab kuning*. Traditional approaches such as *sorogan* are widely recognized for their effectiveness in improving reading accuracy and

¹ Ismail Hasan and Isa Anshory, "Kitab Kuning Dan Pesantren: Peran MA Baitussalam Melestarikan Warisan Intelektual," *Tsaqofah* 4, no. 2 (2024): 986–1000, <https://doi.org/10.58578/tsaqofah.v4i2.2444>.

² N. Rohmah, "Peran Metode Sorogan Dalam Meningkatkan Kemampuan Santri Membaca Kitab Kuning," *Jurnal Pendidikan Islam Al-Affan* 5, no. 1 (2024): 80–87; Norma Yulianti et al., "Penerapan Metode Sorogan Dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Pondok Pesantren Wali Songo (Study Kasus Kelas Ula Tsalis B Putri)," *Berkala Ilmiah Pendidikan* 4, no. 2 (2024): 296–307, <https://doi.org/10.51214/bip.v4i2.882>.

³ Yasinta Mahendra and Lucia Wulandari, "Penerapan Metode Drill Dalam Pembelajaran Membaca Permulaan Sekolah Dasar Negeri 01 Trimodadi Tahun Pelajaran 2023/2024," *Griya Cendikia* 9, no. 2 (2024): 658–70, <https://doi.org/10.47637/griyacendikia.v9i2.1621>; Juliati D. R. Pakpahan et al., "Penerapan Metode Membaca Berulang (Repeated Reading) Untuk Meningkatkan Kelancaran Membaca Siswa Kelas III Di SDN 1 Langsa," *Qistina Jurnal Multidisiplin Indonesia* 4, no. 1 (2025): 330–37, <https://doi.org/10.57235/qistina.v4i1.6118>.

comprehension through intensive teacher–student interaction.⁴ However, these methods often require a considerable amount of time and may not sufficiently address the need for accelerated reading fluency in contemporary educational settings. Consequently, there is a growing need for innovative instructional models that are both efficient and pedagogically effective.

One such innovation is the Al-Miftah Lil Ulum method, which has been implemented in several pesantren as a structured approach to teaching Arabic grammar and *kitab kuning*. Previous studies have shown that this method contributes to improving students' understanding of grammatical concepts and reading ability.⁵ The method emphasizes systematic learning stages, repetitive practice, and contextual application, making it more engaging and accessible for beginner students.

Despite its increasing adoption, existing studies primarily focus on reading accuracy and comprehension, with limited attention to reading speed and the specific contribution of each instructional stage. In addition, the broader socio-cultural impact of this method in revitalizing *kitab* literacy within pesantren communities remains underexplored. The novelty of this study lies in its in-depth analysis of the specific contribution of each level of the Al-Miftah Lil Ulum method to reading speed improvement, as well as its socio-cultural impact on revitalizing *kitab* literacy in pesantren, which has rarely been examined in previous research.

Based on this background, this study is guided by the following research questions: (1) How is the Al-Miftah Lil Ulum method implemented at Pondok Pesantren Raudlatul Hasan Maron Probolinggo? (2) How does the method improve students' reading speed of unvowelled Arabic texts? (3) What factors support the successful implementation of this method? Accordingly, this study aims to analyze the implementation of the Al-Miftah Lil Ulum method, evaluate its effectiveness in improving reading speed, and identify the supporting factors contributing to its success within the pesantren context.

⁴ Zahirotu Cholilah et al., "Implementation of the Sorogan Method in Nahwu Learning Using the Yellow Book at Madrasah Aliyah Al-Hikam Jombang," *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 5, no. 1 (2025): 374–83, <https://doi.org/10.51878/learning.v5i1.4558>; Muhammad Y. M. Reksa and Huriyah Rachmah, "Penerapan Metode Sorogan Dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Mahasiswa," *Jurnal Riset Pendidikan Agama Islam*, 2022, 115–20, <https://doi.org/10.29313/jrpai.v2i2.1484>.

⁵ Kholifah A. Fathurrohman et al., "Implementasi Metode Al-Miftah Berbasis Flipped Classroom Dalam Pembelajaran Kitab Kuning," *Jurnal Pendidikan Riset Dan Konseptual* 8, no. 2 (2024): 362, https://doi.org/10.28926/riset_konseptual.v8i2.995; Choirul M. Muzaky and Nurhafid Ishari, "Implementasi Metode Al-Miftah Lil Ulum Dalam Pembelajaran Kitab Kuning Di Pondok Pesantren Sidogiri Pasuruan," *Tarbiyatuna Jurnal Pendidikan Islam* 13, no. 1 (2020): 22, <https://doi.org/10.36835/tarbiyatuna.v13i1.607>; Nurhayati Nurhayati and Rifqi K. Anam, "Implementasi Metode Al-Miftah Lil Ulum Dalam Peningkatan Pemahaman Kitab Kuning Di Pondok Pesantren Sullamul Hidayah, Jorongon, Leces, Probolinggo," *Arji* 7, no. 3 (2025), <https://doi.org/10.61227/arji.v7i3.466>.

RESEARCH METHODS

This study employed a descriptive qualitative approach using a case study design to examine the implementation of the Al-Miftah Lil Ulum method in improving students' reading speed of unvowelled Arabic texts (*kitab gundul*) at Pondok Pesantren Raudlatul Hasan Maron Probolinggo. The case study approach was selected because it enables the researcher to explore in depth the unique phenomenon of the Al-Miftah Lil Ulum method within its natural pesantren context, as well as to understand the meanings underlying instructional practices from the participants' perspectives. This approach allows for a holistic and contextualized interpretation of the learning process as it occurs in real educational settings.

The researcher acted as the primary instrument in data collection and analysis. Data were obtained through classroom observations, in-depth interviews, and document analysis. The informants in this study consisted of 1 pesantren leader, 1 head of the kitab learning institution, and 4 instructors directly involved in implementing the Al-Miftah Lil Ulum method, resulting in a total of 6 key informants. These informants were selected purposively based on their active roles and direct involvement in the instructional process. Data collection was conducted until thematic saturation was achieved, indicated by the recurrence of similar information across interviews and observations.

Data analysis followed a systematic qualitative procedure consisting of several stages: (1) organizing the collected data from observations, interviews, and documentation; (2) repeatedly reading the data to gain a general understanding; (3) conducting thematic coding to identify significant units of meaning; (4) categorizing codes into broader patterns and themes; and (5) interpreting the findings and drawing conclusions based on the emerging themes. This analytical process enabled the researcher to construct a coherent and in-depth understanding of the implementation and impact of the method.

To ensure the credibility of the data, several validation techniques were employed. Credibility was maintained through technique triangulation by comparing data obtained from interviews, observations, and documentation. Source triangulation was also applied by cross-checking information from different informants, including the pesantren leader, institutional head, and instructors. In addition, member checking was conducted by confirming the findings with the participants to ensure the accuracy and validity of the interpretations. Peer discussion was also carried out to minimize researcher bias and strengthen the trustworthiness of the analysis.

RESULTS AND DISCUSSION

Results

1. Overview of the Implementation of the Al-Miftah Lil Ulum Method

The implementation of the Al-Miftah Lil Ulum method at Pondok Pesantren Raudlatul Hasan Maron Probolinggo was carried out as a strategic effort to improve the reading speed of ibtidaiyah-level students in reading unvowelled Arabic texts (*kitab*

gundul). Based on field observations, this method has been systematically integrated into the pesantren's *kitab* learning program and adapted to the learning characteristics of beginner students. A distinctive feature of this pesantren lies in its emphasis on gradual and structured instruction aimed at accelerating reading fluency without sacrificing grammatical accuracy.

An interview with the Head of the Kitab Learning Institution revealed that the Al-Miftah Lil Ulum method was selected because it provides “*a clear learning pathway for beginner students, allowing them to face unvowelled texts with confidence.*” This statement was supported by classroom observations showing that students demonstrated greater participation, confidence, and fluency in reading classical texts after the method was implemented.

2. The Four-Level Instructional Structure of Al-Miftah Lil Ulum

a. Volume One: Introduction to Basic Arabic Sentence Elements

In the first volume, instruction focuses on introducing the basic elements of Arabic sentences, namely *isim* (nouns), *fi'il* (verbs), and *harf* (particles). At this stage, students are trained to distinguish word categories and to recognize *mabni* (indeclinable) and *mu'rab* (declinable) forms. Classroom observations indicate that teachers frequently employ examples drawn directly from classical texts to contextualize grammatical concepts.

Interviews with instructors highlighted that this foundational stage plays a crucial role in accelerating later reading performance. One teacher stated that “*once students can confidently identify word types, their reading speed improves significantly in subsequent stages.*” Documentation of classroom exercises showed that students were able to identify word categories both orally and in written tasks after completing this volume.

b. Volume Two: Understanding *Nakirah* and *Ma'rifah*

After mastering the basic elements of Arabic sentences, students proceed to the second volume, which focuses on the concepts of *nakirah* (indefinite nouns) and *ma'rifah* (definite nouns). This stage aims to habituate students to understanding words within their contextual usage. Observational data reveal that students began to associate word forms with contextual meanings, enabling them to read phrases more fluidly.

Teachers reported in interviews that at this stage students no longer relied on word-by-word reading but started recognizing phrase-level patterns. Learning activities included guided reading and short discussions to reinforce conceptual understanding, which contributed to noticeable improvements in reading pace.

c. Volume Three: Mastery of Verbs and Morphological Patterns

The third volume emphasizes mastery of Arabic verbs (*fi'il*), including *mujarrad*, *mazid*, *lazim*, *muta'addi*, *ma'lum*, and *majhul* forms. Students are trained to recognize verb patterns and morphological changes to accurately interpret meaning within different sentence structures. Observations show that students were able to read longer sentences with greater fluency as they became familiar with recurring verb patterns. Interviews with

students indicated that this stage helped them “*quickly predict the meaning of sentences by recognizing verb patterns.*” Classroom documentation further demonstrated improved student performance in reading and explaining sentence meanings orally.

d. Volume Four: *I‘rab* Analysis as the Culminating Skill

The fourth volume represents the final and most advanced stage, focusing on *i‘rab* analysis—determining the grammatical endings of words based on their syntactic functions (*rafa‘*, *nashab*, and *jar*). This stage is considered the most critical skill for accurate reading of unvowelled texts. Observational data indicate that students who completed this stage were able to read classical texts more efficiently with minimal hesitation.

Teachers noted that mastery of *i‘rab* significantly reduced reading errors and enhanced both speed and accuracy. Documentation of assessment results showed that students were capable of reading entire passages independently without prolonged grammatical analysis.

To provide a clearer overview of the findings, the following table summarizes the key instructional focus, achievement indicators, and their impact on students’ reading speed across each level of the Al-Miftah Lil Ulum method.

Table 1. Summary of Findings Across Instructional Levels of Al-Miftah Lil Ulum

Instructional Level	Focus of Learning Material	Indicators of Achievement	Impact on Reading Speed
Volume 1: Basic Sentence Elements	Identification of <i>isim</i> , <i>fi‘il</i> , and <i>harf</i> ; distinction between <i>mabni</i> and <i>mu‘rab</i>	Students are able to classify word types accurately and recognize basic sentence components in simple texts	Initial improvement in reading fluency; reduced hesitation in identifying word categories
Volume 2: Nakirah and Ma‘rifah	Understanding definite and indefinite nouns in contextual usage	Students begin to interpret words within phrases and recognize contextual meaning	Increased reading flow at phrase level; reduced word-by-word reading
Volume 3: Verb Patterns and Morphology	Mastery of verb forms (<i>mujarrad</i> , <i>mazid</i> , <i>lazim</i> , <i>muta‘addi</i> , etc.)	Students can recognize and predict verb patterns and their meanings in sentences	Significant improvement in reading longer sentences with better speed and accuracy
Volume 4: <i>I‘rab</i> Analysis	Identification of grammatical endings (<i>rafa‘</i> , <i>nashab</i> , <i>jar</i>)	Students are able to analyze sentence structure and	High reading fluency with minimal pauses;

	based on syntactic roles	determine grammatical functions independently	faster and more accurate comprehension of full texts
--	--------------------------	---	--

3. Instructional Process of Al-Miftah Lil Ulum

The instructional process was conducted through three main stages: introduction, core activities, and closing. The introductory stage began with the recitation of nadzam—rhythmic verses containing grammatical rules—to establish motivation and learning rhythm. Observations revealed that this practice created a conducive learning atmosphere and prepared students cognitively for the lesson.

The core activities focused on guided reading practice, group discussions, and collaborative exercises. Teachers acted as facilitators, guiding students to analyze sentence structures and contextual meanings. Observations indicated high levels of student engagement and peer interaction. The closing stage emphasized reflection and the habituation of independent reading to strengthen learning autonomy.



Figure 1. Classroom implementation of the Al-Miftah Lil Ulum method

4. Evaluation and Its Implications for Reading Speed

Evaluation was conducted comprehensively through oral tests, written tests, and behavioral observation. Oral assessments measured fluency, pronunciation, and spontaneous comprehension, while written tests assessed sentence construction and translation skills. Behavioral observation focused on discipline, participation, and learning motivation.

The findings indicate a clear improvement in both reading speed and accuracy following the structured implementation of the Al-Miftah Lil Ulum method. Students demonstrated greater confidence and fluency when reading unvowelled texts, supported by a positive and motivating learning environment.

5. Supporting Factors in the Successful Implementation

Three main factors were identified as contributing to the success of the method. First, active student engagement in direct reading practice and discussion played a key role in developing linguistic competence. Second, the use of simple yet effective instructional media, such as whiteboards and sentence banners, supported visual understanding of grammatical concepts. Third, regular teacher training conducted by the Al-Miftah development team ensured pedagogical consistency and instructional quality.

The interaction of these factors created an effective learning ecosystem. Observational data indicate that learning effectiveness was not solely determined by the method itself but by the broader educational environment that supported holistic learning.

6. Social and Academic Impact of the Method

The implementation of the Al-Miftah Lil Ulum method produced significant social and academic impacts beyond individual student achievement. Interviews and observations revealed a revitalization of kitab literacy culture within the pesantren. Students demonstrated renewed enthusiasm for engaging with classical texts, and academic activities related to kitab learning became more vibrant.

Additionally, the improved reading speed and accuracy of students contributed to increased participation and success in regional kitab reading competitions. The pesantren also experienced growth in student enrollment, which was associated with its rising academic reputation.

Discussion

The findings of this study demonstrate that the effectiveness of the Al-Miftah Lil Ulum method in improving students' reading speed cannot be solely understood from its structural stages, but must be interpreted through relevant pedagogical frameworks. One of the key explanations lies in the concept of scaffolding, which emphasizes gradual support in the learning process. The four-level structure of the method reflects a systematic progression from basic to complex grammatical competencies, allowing students to build foundational knowledge before engaging with more demanding analytical tasks. This staged support enables learners to internalize linguistic patterns progressively, reducing dependency on teachers and fostering greater autonomy in reading unvowelled texts.

In addition, the findings can be effectively explained through Cognitive Load Theory, which posits that learning becomes more efficient when instructional design minimizes unnecessary cognitive burden. Reading *kitab gundul* requires simultaneous processing of morphology, syntax, and semantics, which can overwhelm novice learners. The structured segmentation of learning materials in the Al-Miftah Lil Ulum method helps distribute cognitive load by introducing grammatical concepts in manageable units. As a result, students are not required to process all linguistic elements at once, allowing them to achieve faster automaticity in recognizing patterns, which ultimately contributes to increased reading speed.

The integration of repetitive nadzam, guided practice, and contextual reading further strengthens this process by reinforcing schema construction in students' long-term memory. Repetition and rhythmic memorization support retention, while direct engagement with authentic texts ensures that knowledge is applied rather than merely understood theoretically. This aligns with studies emphasizing that repeated exposure and contextual practice significantly enhance reading fluency and accuracy. Thus, the improvement in reading speed observed in this study is not incidental, but the result of a carefully structured interaction between cognitive processing and pedagogical design.

Furthermore, when compared to traditional methods such as *sorogan*, the Al-Miftah Lil Ulum method offers a more efficient balance between accuracy and fluency. While *sorogan* is highly effective in ensuring correctness through intensive individual feedback,⁶ it often places a heavy cognitive and temporal demand on both teachers and students. In contrast, the structured and repetitive nature of Al-Miftah Lil Ulum enables collective learning while still maintaining individual comprehension, thereby accelerating the overall learning process without sacrificing grammatical precision.

Beyond cognitive and instructional aspects, this study also highlights the socio-cultural dimension of the method. The improvement in reading speed contributes to a broader revitalization of *kitab* literacy culture within the pesantren. Students who read more fluently tend to engage more actively with classical texts, participate in academic discussions, and develop greater confidence in their scholarly abilities. This finding reinforces previous studies suggesting that effective pedagogical innovation in pesantren not only enhances individual competence but also strengthens institutional culture and academic reputation.⁷

⁶ Cholilah et al., "Implementation of the Sorogan Method in Nahwu Learning Using the Yellow Book at Madrasah Aliyah Al-Hikam Jombang"; Haoran Li et al., "Analyzing the Effects of a Repeated Reading Intervention on Reading Fluency With Generalized Linear Mixed Models," *Evaluation & the Health Professions* 48, no. 1 (2025): 112–28, <https://doi.org/10.1177/01632787241257450>; Shengtian Wu et al., "Maximizing Repeated Readings: The Effects of a Multicomponent Reading Fluency Intervention for Children with Reading Difficulties," *Contemporary School Psychology* 24, no. 2 (2020): 217–27, <https://doi.org/10.1007/s40688-019-00248-x>; Àngels Llanes and Elsa Tragant, "Measuring the Effects of Repeated Exposure to Children's Graded Readers," *Language Teaching Research* 28, no. 5 (2024): 1842–68, <https://doi.org/10.1177/13621688211036609>; Lauren W. Collins et al., "The Effects of Repeated Reading on Fluency for Students With and at Risk for EBD: An Evidence-Based Review," *Behavioral Disorders* 49, no. 1 (2023): 46–60, <https://doi.org/10.1177/01987429231199668>.

⁷ Ismail Hasan and Isa Anshory, "Kitab Kuning Dan Pesantren: Peran MA Baitussalam Melestarikan Warisan Intelektual," *Tsaqofah* 4, no. 2 (2024): 986–1000, <https://doi.org/10.58578/tsaqofah.v4i2.2444>; Abd Razak Zakaria et al., "Strategic Management Practices In Pesantren: Innovations For Enhancing Educational Quality And Organizational Sustainability," *Malaysian Online Journal of Educational Management* 13, no. 2 (2025): 86–97, <https://doi.org/10.22452/mojem.vol13no2.5>; Andi Warisno et al., "Transformative Islamic Education Management in Madrasah and Pesantren Integrating Tradition and Digital Innovation," *Journal of Cultural Analysis and Social Change*, November 25, 2025, 276–89, <https://doi.org/10.64753/jcasc.v10i2.1596>; Fahim Albariki et al., "The Contribution Of Pesantren Culture To The Development Of Islamic Education Management System In The Modern Era," *Transformation of Islamic Management and Education* 1, no. 1 (2024): 42–51, <https://doi.org/10.65663/timejournal.v1i1.16>; Muhammad Anggung Manumanoso Prasetyo and Rahmatullah Rahmatullah, "Pesantren Effectiveness: The Role Of Organizational Culture In Enhancing Performance In Pesantren Institutions," *Evaluasi: Jurnal*

Overall, the findings suggest that the success of the Al-Miftah Lil Ulum method lies in its ability to integrate pedagogical principles with the specific linguistic demands of Arabic text reading. By combining scaffolding, cognitive load management, repetition, and contextual practice, the method provides a comprehensive learning model that addresses both the cognitive and cultural challenges of *kitab kuning* education in contemporary pesantren.

CONCLUSION

This study concludes that the implementation of the Al-Miftah Lil Ulum method at Pondok Pesantren Raudlatul Hasan Maron Probolinggo effectively improves students' reading speed of unvowelled Arabic texts through a structured and progressive four-level instructional system that facilitates gradual mastery of grammatical patterns. The findings demonstrate that the method not only enhances reading fluency and accuracy but also strengthens students' motivation, confidence, and learning autonomy, while contributing to the revitalization of kitab literacy culture within the pesantren. These results imply that Al-Miftah Lil Ulum can serve as an effective and scalable instructional model for improving the quality of pesantren education in response to contemporary learning demands. For future research, it is recommended to employ quantitative or experimental designs to test the effectiveness of this method more rigorously, particularly by measuring statistical differences in reading speed and comprehension between students taught using the Al-Miftah Lil Ulum method and those using conventional instructional approaches.

DAFTAR PUSTAKA

- Albariki, Fahim, M. Ali Misbakhul Anwar, and Maskuri Abdul Rohman. "The Contribution Of Pesantren Culture To The Development Of Islamic Education Management System In The Modern Era." *Transformation of Islamic Management and Education* 1, no. 1 (2024): 42–51. <https://doi.org/10.65663/timejournal.v1i1.16>.
- Cholilah, Zahirotu, Syuhadak Syuhadak, and Idrus Muchsin Bin Agil. "Implementation of the Sorogan Method in Nahwu Learning Using the Yellow Book at Madrasah Aliyah Al-Hikam Jombang." *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 5, no. 1 (2025): 374–83. <https://doi.org/10.51878/learning.v5i1.4558>.
- Collins, Lauren W., Sara E. C. Cook, Jennifer Ninci, and Iana Weingrad. "The Effects of Repeated Reading on Fluency for Students With and at Risk for EBD: An Evidence-Based Review." *Behavioral Disorders* 49, no. 1 (2023): 46–60. <https://doi.org/10.1177/01987429231199668>.
- Fathurrohman, Kholifah A., Ijudin Ijudin, and Nenden Munawaroh. "Implementasi *Manajemen Pendidikan Islam* 8, no. 1 (2024): 47–59, <https://doi.org/10.32478/mz2ssy18>; Fauzan Ahmad Siregar and Muhammad Anggung Manumanoso Prasetyo, "The Innovation of Pesantren Development in Aceh Province through the Effectiveness of Organizational Culture," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 9, no. 1 (2023): 174, <https://doi.org/10.33394/jk.v9i1.5735>.

- Metode Al-Miftah Berbasis Flipped Classroom Dalam Pembelajaran Kitab Kuning.” *Jurnal Pendidikan Riset Dan Konseptual* 8, no. 2 (2024): 362. https://doi.org/10.28926/riset_konseptual.v8i2.995.
- Hasan, Ismail, and Isa Anshory. “Kitab Kuning Dan Pesantren: Peran MA Baitussalam Melestarikan Warisan Intelektual.” *Tsaqofah* 4, no. 2 (2024): 986–1000. <https://doi.org/10.58578/tsaqofah.v4i2.2444>.
- Li, Haoran, Sarah M. Avendaño, and Moon Young Savana Bak. “Analyzing the Effects of a Repeated Reading Intervention on Reading Fluency With Generalized Linear Mixed Models.” *Evaluation & the Health Professions* 48, no. 1 (2025): 112–28. <https://doi.org/10.1177/01632787241257450>.
- Llanes, Àngels, and Elsa Tragant. “Measuring the Effects of Repeated Exposure to Children’s Graded Readers.” *Language Teaching Research* 28, no. 5 (2024): 1842–68. <https://doi.org/10.1177/13621688211036609>.
- Mahendra, Yasinta, and Lucya Wulandari. “Penerapan Metode Drill Dalam Pembelajaran Membaca Permulaan Sekolah Dasar Negeri 01 Trimodadi Tahun Pelajaran 2023/2024.” *Griya Cendikia* 9, no. 2 (2024): 658–70. <https://doi.org/10.47637/griyacendikia.v9i2.1621>.
- Muzaky, Choirul M., and Nurhafid Ishari. “Implementasi Metode Al-Miftah Lil Ulum Dalam Pembelajaran Kitab Kuning Di Pondok Pesantren Sidogiri Pasuruan.” *Tarbiyatuna Jurnal Pendidikan Islam* 13, no. 1 (2020): 22. <https://doi.org/10.36835/tarbiyatuna.v13i1.607>.
- Nurhayati, Nurhayati, and Rifqi K. Anam. “Implementasi Metode Al-Miftah Lil Ulum Dalam Peningkatan Pemahaman Kitab Kuning Di Pondok Pesantren Sullamul Hidayah, Jorongon, Leces, Probolinggo.” *Arji* 7, no. 3 (2025). <https://doi.org/10.61227/arji.v7i3.466>.
- Pakpahan, Juliati D. R., Putri H. Hidayatullah, Riska A. Damanik, Windyana Tasyah, and Zahra Aulia. “Penerapan Metode Membaca Berulang (Repeated Reading) Untuk Meningkatkan Kelancaran Membaca Siswa Kelas III Di SDN 1 Langsa.” *Qistina Jurnal Multidisiplin Indonesia* 4, no. 1 (2025): 330–37. <https://doi.org/10.57235/qistina.v4i1.6118>.
- Prasetyo, Muhammad Anggung Manumanoso, and Rahmatullah Rahmatullah. “Pesantren Effectiveness: The Role Of Organizational Culture In Enhancing Performance In Pesantren Institutions.” *Evaluasi: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2024): 47–59. <https://doi.org/10.32478/mz2ssy18>.
- Reksa, Muhammad Y. M., and Huriah Rachmah. “Penerapan Metode Sorogan Dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Mahasiswa.” *Jurnal Riset Pendidikan Agama Islam*, 2022, 115–20. <https://doi.org/10.29313/jrpai.v2i2.1484>.
- Rohmah, N. “Peran Metode Sorogan Dalam Meningkatkan Kemampuan Santri Membaca Kitab Kuning.” *Jurnal Pendidikan Islam Al-Affan* 5, no. 1 (2024): 80–87.

- Siregar, Fauzan Ahmad, and Muhammad Anggung Manumanoso Prasetyo. "The Innovation of Pesantren Development in Aceh Province through the Effectiveness of Organizational Culture." *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 9, no. 1 (2023): 174. <https://doi.org/10.33394/jk.v9i1.5735>.
- Warisno, Andi, Afif Anshori, Nur Hidayah, and Agus Dwianto. "Transformative Islamic Education Management in Madrasah and Pesantren Integrating Tradition and Digital Innovation." *Journal of Cultural Analysis and Social Change*, November 25, 2025, 276–89. <https://doi.org/10.64753/jcasc.v10i2.1596>.
- Wu, Shengtian, Kasee K. Stratton, and Daniel L. Gadke. "Maximizing Repeated Readings: The Effects of a Multicomponent Reading Fluency Intervention for Children with Reading Difficulties." *Contemporary School Psychology* 24, no. 2 (2020): 217–27. <https://doi.org/10.1007/s40688-019-00248-x>.
- Yulianti, Norma, Ikhwan Aziz, and Rina M. Hayati. "Penerapan Metode Sorogan Dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Pondok Pesantren Wali Songo (Study Kasus Kelas Ula Tsalis B Putri)." *Berkala Ilmiah Pendidikan* 4, no. 2 (2024): 296–307. <https://doi.org/10.51214/bip.v4i2.882>.
- Zakaria, Abd Razak, Karwadi -, Ali Mumin Budiman, Mubarok Fatahillah, and Abd. Rasyid M. Akib. "Strategic Management Practices In Pesantren: Innovations For Enhancing Educational Quality And Organizational Sustainability." *Malaysian Online Journal of Educational Management* 13, no. 2 (2025): 86–97. <https://doi.org/10.22452/mojem.vol13no2.5>.