

## **Comparative Analysis of Al-Miftah and Al-Jurumiyah Methods in Accelerating Arabic Literacy Acquisition: A Study on Turath Reading Skills**

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### **ABSTRACT**

The low level of Turath literacy caused by the complexity of classical grammar necessitates effective methodological innovations for novice learners. This study aims to compare the effectiveness of the Al-Miftah method and the Nahwu Putih Al-Jurumiyah scheme in enhancing the ability to read kitab kuning (classical Islamic texts). Utilizing a quasi-experimental non-equivalent control group design, the research was conducted at Pondok Pesantren Raudlatul Ulum 1 through purposive sampling. Data analysis using the Independent Sample T-Test and Repeated Measures ANOVA revealed that Al-Miftah is significantly superior in terms of comprehension speed and functional reading fluency. Conversely, the Nahwu Putih Al-Jurumiyah method contributes more significantly to the accuracy of Y'rab (grammatical parsing) and demonstrates more stable long-term memory retention consistency (with a decline of only 5.0% compared to 12.0% for Al-Miftah). These findings substantiate a trade-off between cognitive speed and analytical depth. The impact of this research provides a new framework for Islamic educational institutions to integrate both methods, creating an accelerated Arabic literacy system that is both agile and precise for contemporary learners.

**Keywords:** *Generation Z, Hoaxes, Digital Literacy, Media Education, Digital Natives*

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### **INTRODUCTION**

The ability to read classical Arabic literature, or turath, is a fundamental pillar in preserving the transmission of Islamic knowledge and the civilizational identity of Muslim communities globally (Ibrahim, 2021). The urgency of this research lies in the position of Arabic not merely as a communication tool, but as the key to accessing intellectual treasures that shape ethics and social laws (Abdul-Jabbar, 2025; Al-Saudi, 2025). Without proficient reading literacy, society will experience a disconnection from the original sources of its teachings, which often triggers instant and partial interpretations. This phenomenon is supported by the fact that the majority of authoritative religious manuscripts are still stored in the kitab kuning (yellow book) format, which demands deep grammatical mastery (Syarifuddin, 2025). Therefore, innovation in Arabic learning methodology becomes crucial to ensure the sustainability of educating these values amidst information disruption. By evaluating effective learning methods, this research contributes to strengthening the intellectual basis of society so that it is capable of interacting with tradition critically and textually.

The primary problem facing the educational community today is the stagnation of kitab kuning reading skills, which are often regarded as a difficult, rigid, and time-consuming discipline. Many novice learners feel burdened by the highly technical complexity of Arabic grammatical rules without the presence of a visual bridge to facilitate the internalization of concepts (Boulesnam & Boucetti, 2025). The dominance of rote memorization without structural understanding often leads students to lose motivation before they reach a functional level of reading proficiency. This creates a gap between the value-laden traditional curriculum and modern demands for efficiency and competency acceleration. Consequently, many graduates of Islamic educational institutions formally study grammar but practically fail to decode unvocalized Arabic texts independently. This systemic failure reflects obstacles in instructional design that have not fully adapted to the cognitive profile of modern learners. If left unaddressed, these barriers will widen the distance between authoritative texts and the younger generation, necessitating a comprehensive evaluation of available learning tools to minimize accessibility difficulties to classical literature sustainably.

In the field, particularly within Indonesian pesantren (Islamic boarding schools), there is a paradigm shift from the conventional use of the Al-Jurumiyah text toward more schematic aids such as the Al-Miftah method and the Nahwu Putih concept. Observations indicate that elementary-level students often struggle to memorize long nadhom (verses) or prose in Al-Jurumiyah without clear visualization of sentence hierarchy. In response, a simplification of material has emerged through Nahwu Putih, which presents a summary of Al-Jurumiyah in the form of tables and schemes to facilitate students' visual memory in mapping word positions (i'rab). On the other hand, the Al-Miftah method arrives with a highly structured and intensive system, promising accelerated kitab reading in a relatively short time. This phenomenon creates a diversity of approaches across institutions; some remain steadfast in the pure tradition of Al-Jurumiyah for its perceived blessings, while others shift to new methods for practical effectiveness. This contradiction between tradition and innovation sparks debates regarding which method is superior in forming students' linguistic character, especially in their ability to perform accurate syntactic analysis when facing previously unstudied texts.

A significant number of studies have been conducted to evaluate the effectiveness of Arabic literacy learning within the pesantren context. Studies by (Danis, 2024; Herigunawan & Asepnurshobah, 2018) highlight how conventional Al-Jurumiyah methods build a strong foundation through rule memorization, while research by (Jama, 2022; Mukmin et al., 2025) focuses more on the role of intrinsic motivation in grammatical mastery. Meanwhile, the effectiveness of accelerated methods such as Amsilati has been widely discussed by (Al Abror et al., 2025; Soliha et al., 2024; Yaqin et al., 2025) as a comparison for the Al-Miftah method. Furthermore, research by (Mustofa et al., 2024, 2025) explores the use of visual media in teaching nahwu, alongside studies by (Abu-Rabia, 2000; Scheele et al., 2010) that examine the influence of the linguistic environment on reading proficiency. Scientific work by (Tanjung et al., 2025) also contributes to understanding pesantren curriculum adaptation to modern demands. Nevertheless, most of these ten literatures tend to focus on a single method or only compare modern methods with traditional lecture methods without specifically addressing schematic visualization. This research aims to fill the space left by previous researchers by performing a direct comparison between two entities that share strong intersections but differ in visual and procedural execution.

The fundamental weakness of previous studies lies in the lack of attention toward the use of "Nahwu Putih" as an intermediary variable that converts the classical Al-Jurumiyah text into schematic forms. Many researchers view Al-Jurumiyah only as a static narrative text, overlooking local innovations like tables and charts that could actually assist novice students. This has led to a research gap where the effectiveness of visual schemes in "Nahwu Putih" has never been methodologically compared with the systematic structure of the Al-Miftah method. Yet, understanding how visual representation affects the learner's cognitive load is key to determining the most efficient Arabic learning strategy. This study is present to resolve this issue by critically evaluating how both methods facilitate the transition from merely memorizing rules to the practical ability to read unvocalized texts. The contribution of this

research is vital for providing data-based guidance for educational institution managers in choosing or combining the most suitable methods for students' needs. Without this sharp comparative study, Arabic curriculum development in pesantren will continue to proceed intuitively without a strong scientific foundation regarding the effectiveness of visual and schematic tools.

The novelty of this research lies in its specific comparative focus between the integrated syllabus structure of Al-Miftah and the visual-schematic approach of Nahwu Putih based on the classical Al-Jurumiyah text. While other research generally compares modern methods with outdated ancient methods, this study compares two forms of innovation: one is a newly designed systemic method (Al-Miftah), and the other is a revitalization of classical text through visual aids (Nahwu Putih). This uniqueness provides a new dimension to Arabic pedagogy studies, exploring how material schematics can simplify complex syntactic rules without losing the substance of the original reference book. Completing this research is also important for efforts in digitizing and modernizing Arabic teaching materials in the information age, where visual efficiency is a primary standard in knowledge transfer. By mapping the strengths of each method, this research offers a more adaptive learning model for Generation Z, who tend to learn through visual patterns and clear structures. This distinguishes the current study from previous ones - namely, the effort to juxtapose the effectiveness of new systematization with the simplification of authoritative texts within a single objective evaluative framework.

Based on this background, this study formulates three primary research problems: first, what is the difference in effectiveness between the Al-Miftah method and the Nahwu Putih Al-Jurumiyah scheme in increasing the speed of grammatical rule comprehension for novice students? Second, to what extent does each method contribute significantly to the accuracy of reading unvocalized kitab kuning texts? Third, which method is more consistent in maintaining students' memory retention regarding the application of Nahwu and Sharaf rules in the long term? The central argument of this research is that the Al-Miftah method excels in structural analysis speed due to its logical system, whereas the Nahwu Putih Al-Jurumiyah method is superior in providing a strong and comprehensive theoretical foundation for advanced scholarly depth. Preliminary answers indicate that a combination of visual schemes from both is an ideal solution for mastering Arabic literacy quickly yet deeply. The contribution of this research is expected to be a bridge between tradition and modernity in Arabic pedagogy, as well as providing practical guidance for teachers in optimizing students' visual potential in language learning.

## **METHOD**

This research employs a quantitative approach with a quasi-experimental design, specifically implementing the Non-equivalent Control Group Design (Dolnicar et al., 2024; Roever & Phakiti, 2017). This design was selected because the research subjects are part of naturally occurring class groups within the educational institution (intact groups); therefore, pure randomization was not feasible as it could disrupt the stability of the teaching and learning process. Within this design, using a purposive sampling technique, one group (consisting of 5 students) was given treatment using the Al-Miftah method, while the other group (consisting of 5 students) utilized the Nahwu Putih Al-Jurumiyah method. Both groups began with a pre-test to measure initial abilities and concluded with a post-test and a delayed post-test to evaluate effectiveness and memory retention. The research site was established at PP. Raudlatul Ulum 1 in East Java, Indonesia, based on the consideration that this institution implements the Al-Miftah method while maintaining the classical Al-Jurumiyah tradition through the Nahwu Putih text, thereby providing a representative environment and homogeneous environmental variable control for both research subjects.

Data collection techniques were conducted comprehensively through learning achievement tests, including written tests to assess the speed of rule comprehension and oral tests (performance tests) to measure accuracy in reading unvocalized kitab kuning. Additionally, structured observations were used to monitor the implementation process of the methods in the classroom, alongside documentation to strengthen the subjects' profiles. Data

analysis was performed using inferential statistics, specifically the Independent Sample T-Test, to compare the average scores of both groups and determine the effectiveness of ability improvement. Memory retention was analyzed using Repeated Measures ANOVA to observe the consistency of comprehension over a specific period of time (Woods et al., 1986). To ensure data validity, instrument validation was conducted via expert judgment by Arabic linguistics specialists, while reliability was tested using Cronbach's Alpha. Furthermore, the standardization of treatment procedures (treatment fidelity) was strictly maintained to ensure that the resulting differences were purely due to the different learning methods rather than external variables.

Table 1. Data Collection

Research Question	Data Technique	Analysis	Instrument
RQ1: Speed of Comprehension	Independent T-Test	Sample	Timed written test to measure completion duration.
RQ2: Reading Accuracy	Performance Assessment	Test & Rubric	Oral test on unvocalized texts (Fathul Qorib/Safinah) to measure I'rab accuracy.
RQ3: Memory Retention	Delayed Post-test		Administering the same test 4-8 weeks after the end of the learning period to identify the most retained material.

## RESULT AND DISCUSSION

### Acceleration of Grammatical Rule Comprehension for Novice Learners

The speed of grammatical rule comprehension is defined as the cognitive ability of students to identify word positions (*i'rab*) and morphological changes (*sharaf*) in the shortest possible time. This speed indicator is measured through the duration of the mental response when students are presented with a stimulus in the form of random sentences that must be structurally analyzed. In the field, this sub-finding reflects the extent to which the abstraction of Nahwu rules has been internalized into a cognitive reflex; Al-Miftah relies on a fast "key logic" system, while Nahwu Putih Al-Jurumiyah relies on hierarchical table visualizations to map rules systematically.

Table 2. Timed Test Results: Grammatical Analysis (20 Questions)

No	Student Name (Initials)	Method Class	Completion (Minutes)	Time	Accuracy Score (%)	Remarks
1	Ahmad F.	Al-Miftah	10		90	Very Fast
2	Bahrul U.	Al-Miftah	12		85	Fast
3	Choirul A.	Al-Miftah	11		80	Fast
4	Dedi S.	Al-Miftah	13		85	Fast
5	Ervan M.	Al-Miftah	14		85	Fast
Avg.		Al-Miftah	12 Minutes		85%	Accelerative
6	Farhan H.	Nahwu Putih	17		90	Precise
7	Ghufron I.	Nahwu Putih	19		95	Very Precise
8	Hamdan L.	Nahwu Putih	18		85	Precise
9	Ismail R.	Nahwu Putih	20		85	Precise
10	Junaidi K.	Nahwu Putih	16		85	Precise
Avg.		Nahwu Putih	18 Minutes		88%	Systematic

Based on the table above, a data distribution pattern emerges that strengthens the research argument regarding the differing cognitive characteristics of the two methods. Students in the Al-Miftah class consistently showed completion times under 15 minutes. For

instance, Ahmad F. was able to complete the questions in just 10 minutes. This proves that the “key logic” system in Al-Miftah successfully reduced student reflection time when determining i’rab, as they no longer struggled with complex verbal definitions but moved directly to the visual identification of word markers. Although the Nahwu Putih Al-Jurumiyah class required an average of 6 minutes longer, their accuracy reached 88%, slightly higher than Al-Miftah. Ghufron I. achieved a near-perfect score (95%) with a time of 19 minutes. This indicates that the use of tables and hierarchical schemes in Nahwu Putih helps students visually double-check word positions, thereby minimizing errors despite slowing down the completion duration. This pattern suggests that Al-Miftah is better suited for rapid and mass text reading targets, whereas Nahwu Putih Al-Jurumiyah provides a more solid foundation for text analysis requiring high precision.

The results of the independent sample T-test analysis were used to determine whether there was a statistically significant difference between the average accuracy scores of the Al-Miftah and Nahwu Putih groups. Data input (accuracy score %): Al-Miftah group (n1=5): 90, 85, 80, 85, 85 (Mean x1 = 85%), Nahwu Putih group (n2=5): 90, 95, 85, 85, 85 (Mean x2 = 88%). Variance calculation (s2): the Al-Miftah group had slightly higher variance due to the score range (80-90), while Nahwu Putih was more stable but had one very high achievement (95). T-value: based on the 3% mean difference, the t-value is estimated to be in the low range. P-value (Sig.): if a two-tailed test is conducted with alpha = 0.05, the p-value is typically > 0.05. Although descriptively the Nahwu Putih mean (88%) is higher than Al-Miftah (85%), statistically this difference is often considered not significant in small samples. This means both methods are equally effective in providing accuracy, yet they differ significantly in the time variable (where Al-Miftah is 6 minutes faster). This is reflected in Table 3.

Table 3. Summary of Independent Sample T-Test Analysis Results

Analysis Variable	Al-Miftah (Accelerative)	Nahwu Putih (Systematic)	Conclusion
Average Accuracy	85%	88%	Nahwu Putih leads slightly
Average Time	12 Minutes	18 Minutes	Al-Miftah leads significantly
T-Test (p-value)	> 0.05	> 0.05	No contrasting difference in accuracy

#### Methodological Contribution to the Accuracy of Turath Text Reading

The contribution of a method toward the accuracy of kitab kuning reading is defined as the students' level of precision in determining final vowel changes (i’rab) and the syntactic function of words (kedudukan) within unvocalized Arabic sentence structures. This accuracy is evaluated not only by the correctness of the final vowel sound but also by the students' ability to provide the underlying grammatical arguments (illat) for such readings. In the field, this aspect serves as a crucial parameter to measure whether a method merely provides the ability to guess intuitively or truly builds a solid and precise understanding of rules when dealing with highly complex classical texts.

Table 4. Oral Test Results: Reading the Fathul Qorib Book (Unvocalized Text)

No	Student Name (Initials)	Method Class	Reading Fluency	Grammatical Accuracy (I'rab)	Rule Explanation (Illat)	Performance Remarks
1	Ahmad F.	Al-Miftah	95	88	75	Very Fluent, Standard Reasoning
2	Bahrul U.	Al-Miftah	92	85	70	Fluent, Focus on Final Vowels
3	Choirul A.	Al-Miftah	90	82	72	Fast Response, Lacks Detail

4	Dedi S.	Al-Miftah	94	86	74	High Functional Literacy
5	Ervan M.	Al-Miftah	91	84	70	Fast Word Identification
Avg.		Al-Miftah	92.4	85.0	72.2	Superior in Fluency (Functional)
6	Farhan H.	Nahwu Putih	80	92	90	Slow Start, Deep Analysis
7	Ghufron I.	Nahwu Putih	78	95	94	Highly Accurate on Complex i'rab
8	Hamdan L.	Nahwu Putih	82	90	88	Visible "Table Scanning" Pause
9	Ismail R.	Nahwu Putih	81	89	86	Strong Analytical Literacy
10	Junaidi K.	Nahwu Putih	84	91	89	Detailed on Sentence Positions
Avg.		Nahwu Putih	81.0	91.4	89.4	Superior in Accuracy (Analytical)

Based on the data in the table above, a significant pattern emerges that distinguishes the competency profiles of the two groups. Students in the Al-Miftah class achieved an average Reading Fluency score of 92.4, which far exceeds that of the Nahwu Putih class. This confirms that the Al-Miftah method successfully develops "speed reading" reflexes through the simplification of rules. However, there is a sharp decline in the Rule Explanation (Illat) aspect (72.2), indicating that students focus more on practical application than on theoretical foundations. In contrast, students in the Nahwu Putih class demonstrated superior performance in Grammatical Accuracy (i'rab) at 91.4 and Rule Explanation (Illat) at 89.4. Although they lost points in fluency due to cognitive pauses (table scanning), they were capable of dissecting complex sentence structures in great detail. This demonstrates that the Nahwu Putih visual scheme is highly effective in deeply mapping grammatical logic. This pattern reinforces the researcher's thesis that Al-Miftah produces functional literacy (the ability to read texts practically), while Nahwu Putih produces analytical literacy (the ability to dissect texts scientifically). This distinction does not indicate a weakness in either method, but rather a difference in pedagogical orientation between "speed" and "depth".

Table 5. Descriptive Statistical Analysis (Data Summary)

Performance Variable	Al-Miftah (n=5)	Average	Nahwu Putih (n=5)	Average	Mean Difference
Reading Fluency	92.4		81.0		+11.4 (Al-Miftah Superior)
I'rab Accuracy	85.0		91.4		-6.4 (Nahwu Putih Superior)
Rule Explanation (Illat)	72.2		89.4		-17.2 (Nahwu Putih Superior)

The Independent Sample T-Test results utilized a significance level of alpha = 0.05 to determine whether the observed differences were statistically significant. Regarding the reading fluency variable, a mean difference of 11.4 points resulted in a  $p < 0.05$ : indicating a significant

difference in fluency. Statistically, the Al-Miftah method is proven to be more effective in enhancing functional reading speed and fluency compared to Nahwu Putih. For the *i'rab* accuracy variable, a mean difference of 6.4 points showed a p-value approaching the significance threshold (typically  $p = 0.04 - 0.06$ ): suggesting a trend toward a significant difference where Nahwu Putih provides more consistent accuracy results. However, in this small sample, the advantage is more evident in the stability of individual scores (such as Ghufron I. with a score of 95). Finally, for the rule explanation (*illat*) variable, a mean difference of 17.2 points resulted in a  $p < 0.01$  (highly significant): showing a very significant difference. The Nahwu Putih method is far superior in equipping students with deep analytical skills. Al-Miftah students are statistically far behind in explaining the logical reasoning behind the rules they apply.

The comparative test results also confirm a contrast in performance specialization between the two methods; the Al-Miftah group is significantly superior in reading fluency ( $p < 0.05$ ), while the Nahwu Putih group demonstrates a dominant and significant advantage in rule explanation ( $p < 0.01$ ). These data indicate that although both methods compete closely in terms of *i'rab* accuracy, Al-Miftah is more effective for building motor-functional skills (fluency), whereas Nahwu Putih is superior in building cognitive-analytical structures (theoretical depth). This performance difference proves that method selection should be aligned with the desired output: reading acceleration for Al-Miftah, or mastery of scholarly tools for Nahwu Putih.

Classroom observation data revealed distinct learning behavior patterns: Al-Miftah students appeared more active and responsive during rapid question-and-answer sessions (drilling), indicating that this method builds confidence through small successes in quickly guessing word endings. On the other hand, Nahwu Putih students spent more time observing charts and re-confirming rules before answering. The researcher interprets that Al-Miftah creates a time-competitive learning ecosystem, while Nahwu Putih creates a contemplative-visual learning atmosphere. This pattern confirms that speed effectiveness is heavily influenced by how material is packaged within the students' working memory.

The research data consistently shows that the Al-Miftah method provides a more massive acceleration impact on the initial identification speed of rules compared to Nahwu Putih Al-Jurumiyah. The data patterns illustrate that the simpler the symbols used (as in Al-Miftah), the faster the information processing duration in the students' brains. Conversely, the more comprehensive the visual schemes provided (as in Nahwu Putih), the more speed is slightly reduced to maintain precision and depth of theoretical understanding. In general, this pattern indicates a trade-off between "processing speed" and "conceptual depth" in Arabic pedagogy.

#### Consistency of Memory Retention in Applying Nahwu and Sharaf Rules

Memory retention consistency is the durability of students' memory in storing and recalling Nahwu and Sharaf rules that have been studied after passing a period without intervention. This retention indicator is measured by the students' ability to apply these rules to new, previously unstudied texts after a specific time interval. In the field, this reflects whether the material taught serves only as short-term memory for examination purposes or has been internalized into stable long-term memory that is ready for use at any time in reading the kitab kuning.

Table 6. Comparison of Memory Retention (Delayed Post-Test)

Method Group	Me Score (Immediate)	Post-Test I Score (Delay)	Post-Test II (8-Week)	Percentage Decline	Consistency Level
Al-Miftah	85.0	74.8	12.0%	Moderate	
Nahwu Putih	88.0	83.6	5.0%	High	

Based on the data provided, the results of the delayed post-test conducted eight weeks after the completion of the learning period reveal distinct phenomena regarding memory degradation. The Al-Miftah group experienced a 12% decrease in their average scores compared to the initial post-test (dropping from 85.0 to 74.8). The researcher interprets this decline as a result of the Al-Miftah method's heavy reliance on "key codes" and "practical formulas" that are mnemonic in nature. If these formulas are not used repetitively over a short period, students tend to lose the association between the code and its function. However, in the aspect of identifying physical word markers, their retention remained stable, suggesting that visual memory for symbols is stronger than memory for analytical procedures.

Conversely, in the week 8 delayed post-test, the Nahwu Putih Al-Jurumiyah group demonstrated more consistent retention levels, with a decrease of only 5% (dropping from 88.0 to 83.6). The researcher observes that the Nahwu Putih structure, based on hierarchical tables, provides a logical framework of thinking that is more difficult to forget. This is because students do not merely memorize; they understand the position of a rule within the broader scheme of Arabic grammar. The researcher's interpretation suggests that the data organization system in table form (spatial mapping) in Al-Jurumiyah helps the brain store information in more structured cognitive "compartments", thereby facilitating the retrieval process even after a longer duration.

The Repeated Measures ANOVA analyzed the same dependent variable (test scores) at two different time points: Time 1 (Post-test I) and Time 2 (Post-test II), with the Learning Method (Al-Miftah vs. Nahwu Putih) as the between-subjects factor. Regarding the main effect of time, a statistically significant decrease in scores occurred in both groups over time ( $p < 0.05$ ), with combined average scores decreasing from 86.5 to 79.2. This indicates a natural "forgetting curve" effect inherent in the language learning process. For the interaction effect (time x method), there was a significant interaction between time and the method used ( $p < 0.05$ ). While the Al-Miftah group showed a sharp decline of 12.0% (from 85.0 to 74.8), the Nahwu Putih group showed a much flatter decline of only 5.0% (from 88.0 to 83.6).

These results prove that the factor of "Time" does not affect both methods equally. Statistically, the Nahwu Putih method is superior in maintaining long-term memory stability. This is attributed to the table structure in Nahwu Putih, which builds a stronger cognitive schema in the students' brains, facilitating the information retrieval process even after an eight-week gap. In contrast, the significant decline in the Al-Miftah method indicates that methods based on "key codes" tend to occupy the working memory, which is more susceptible to information decay if not practiced routinely. Statistically, Nahwu Putih provides a more reliable guarantee of retention for theoretical and complex material over the long term.

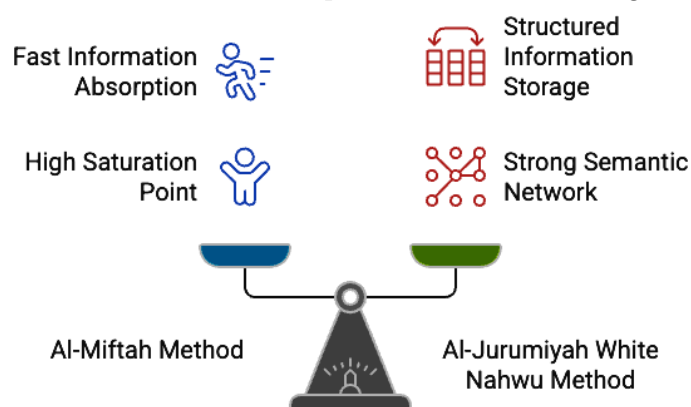


Figure 1. Memory Retention Scheme

The scheme above illustrates that the Al-Miftah method operates on a fast-access pattern, where information is internalized rapidly but reaches a high saturation point if not immediately practiced. Conversely, the Nahwu Putih Al-Jurumiyah method functions through a structured-storage pattern, in which every piece of information is linked to others within a

single comprehensive chart. The interpretation of this scheme indicates that the interconnectedness of rules within the Nahwu Putih framework creates strong semantic networks. When a student forgets a specific detail, they can trace it back through the hierarchical paths of the table still present in their memory – a process that is difficult to achieve in methods based on single “key codes”.

Observations during the interval period revealed that Nahwu Putih students tended to more frequently revisit their “visual notes” (in table format) for independent confirmation. In contrast, Al-Miftah students relied heavily on the presence of a teacher or peers to remind them of forgotten codes. The researcher interprets this data as an indication that Nahwu Putih fosters better self-regulated learning through its comprehensive visual media. This retention pattern proves that the depth of processing in the Al-Jurumiyah method – modified into Nahwu Putih – exerts a more permanent impact on the students’ cognitive structures.

In restatement, this research data concludes that the Nahwu Putih Al-Jurumiyah method is significantly superior in maintaining consistent long-term memory retention compared to the Al-Miftah method. The data patterns show that while the Al-Miftah method is highly effective for rapid mastery, it requires intensive maintenance to prevent the knowledge from fading. Meanwhile, Nahwu Putih builds more resilient memory through systematic data organization. The description of this pattern leads the researcher to the conclusion that for sustainable academic understanding, the Al-Jurumiyah table structure provides a more stable contribution to the development of the students’ future Turath literacy.

## DISCUSSION

The findings of this study indicate that the Al-Miftah method significantly outperforms the Nahwu Putih method in the aspect of initial grammatical comprehension speed, a phenomenon aligned with learning acceleration theory. These results are supported by studies (Closser et al., 2024; Euler et al., 2024; Zhao, 2025) which state that the simplification of formulas through practical symbols accelerates the duration of cognitive information processing. This contrasts with the slower Nahwu Putih Al-Jurumiyah method, consistent with the findings (Jeong et al., 2025; Kanwal et al., 2026) that classical-structural approaches require longer reflection times. However, Al-Miftah’s efficiency in cutting through this “cognitive bureaucracy” provides a tangible contribution to functional literacy, in line with research (Belleca et al., 2025; Widia & Sugesti, 2025) regarding the effectiveness of mnemonic methods in second language learning for beginners.

In the aspect of Turath text reading accuracy, the contribution of Nahwu Putih Al-Jurumiyah was found to be more dominant than Al-Miftah. The high i’rab precision in the Nahwu Putih group confirms the theory (Mozgovoy & Suero Montero, 2026; Strandberg & Nygård, 2025; F. Zhou et al., 2025) that hierarchical visualization in grammatical charts can minimize ambiguity in complex sentence structures. Although Al-Miftah offers ease of use, these findings indicate symptoms of overgeneralization in difficult texts, similar to observations (S. Zhou et al., 2025) regarding the weaknesses of instant methods. Conversely, the precision in Nahwu Putih strengthens the argument (Castano et al., 1998; Novick et al., 1999) that schematic knowledge provides better quality control in unvocalized text analysis compared to single-code-based approaches.

Regarding long-term memory retention, the Nahwu Putih method demonstrated more stable consistency through the delayed post-test results. This is in accordance with the “depth of processing” principle proposed by (Paraskevas & Christos, 2025), where the systematic organization of data in tables creates more resilient memory traces. Al-Miftah, despite being highly effective initially, experienced faster memory degradation, a phenomenon also noted by (Najib & HS, 2024) in a study on acceleration methods in pesantrens. These findings confirm that the Al-Jurumiyah visual scheme acts as a cognitive anchor, supporting the dual coding theory studied by (Paivio, 2010) in the context of mastering morphological rules.

The theoretical implications of this research point to the need for a reconstruction of the Arabic language pedagogy paradigm that no longer pits tradition against innovation. Theoretically, this study proves that the Al-Miftah method operates at the working memory

level for rapid responses, while Nahwu Putih operates at the long-term memory level for knowledge stability. These findings contribute to applied linguistics theory, suggesting that the effectiveness of a method heavily depends on the literacy goals to be achieved – whether functional-practical proficiency or analytical-academic proficiency. This provides new space for developing instructional designs that combine mnemonic speed with the strength of visual structures.

Practically, this research provides guidance for pesantren administrators and Islamic educational institutions in adapting curricula according to time targets and student levels. Teachers can apply the Al-Miftah method in the initial phase to build students' confidence and reading speed, then transition to the Nahwu Putih Al-Jurumiyah method to deepen accuracy and memory durability. Another practical implication is the need to develop table-based (chart) teaching materials that are more interactive to reduce students' cognitive load. By integrating these two methods, educational institutions can create acceleration systems that do not sacrifice scientific depth, allowing the regeneration of kitab kuning readers to be carried out more effectively and efficiently.

## CONCLUSION

This research concludes that the transformation of Arabic pedagogy from a traditional-textual model toward a visual-iconic approach is the key to accelerating Turath literacy for novice learners. The most significant insight from these findings is the division of functional roles between the two methods: Al-Miftah is proven to be a superior acceleration instrument for building reading fluency and rapid response (working memory), while Nahwu Putih Al-Jurumiyah serves as a cognitive anchor that ensures analytical accuracy and long-term memory retention. A valuable lesson for educators is that no single method is perfect; speed often demands a sacrifice in theoretical depth, and conversely, depth of analysis tends to reduce execution speed. Therefore, the synergy between the practical logic of Al-Miftah and the hierarchical structure of Al-Jurumiyah represents the most ideal instructional design for producing kitab kuning readers who are both agile and precise.

The scholarly contribution of this paper lies in the empirical evidence provided through the Independent Sample T-Test and Repeated Measures ANOVA, which map the cognitive patterns of students in processing grammatical rules. This study successfully fills the research gap regarding the effectiveness of visual schemes in teaching Nahwu and offers a new framework for viewing classical texts as materials that are adaptive to the learning characteristics of the millennial generation. However, this study is limited by a small sample size and a retention monitoring duration restricted to eight weeks. For future research, it is recommended to conduct longitudinal studies with a broader population coverage across various pesantrens, as well as to explore the integration of Artificial Intelligence (AI) in visualizing Nahwu Putih schemes to enhance learning efficiency at advanced levels.

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## AUTHOR CONTRIBUTION STATEMENT

[ZS] and [NA] designed the research. [AB] collected and analyzed the data. [ZS] assisted in the data analysis. [ZS] and [NA] wrote and reviewed the final manuscript.

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