THE APPLICATION OF 'AL-MIFTAH' METHOD BOOK IN GRAMMAR LEARNING AT AL-TAHDHIBIYA SCHOOL, A PTN MALANG AFFILIATE.

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INFO ARTICLE	ABSTRACT
Keywords: *Teaching Materials, Al-Miftah, Nahwu*	This research is motivated by the results of observations of researchers who show weak mastery of learning nahwu at the Madrasah Tahdzibiyyah Islamic Boarding School in Malang due to the limitations of the methods used, so that the almiftah method can be used as a solution to overcome this problem, as well as knowing the advantages and disadvantages of this method when applied to students. . The method used was a one group design experiment with pre and post tests with a qualitative approach. Data were collected through observation, interviews, tests, questionnaires and documentation. The results of the analysis showed that the data were normally distributed. The difference in the average score between the pre and post test was 0.66 significantly, which indicated a change in the moderate category of 66.09%, so that the method of giving al-miftah had an effect on nahwu learning. As for student responses related to the ease of memorizing material, the results were 60%, those who answered yes. Pleasure in using this method got results of 73.3% who answered yes. While the difficulties associated with many subjects get the results of 66.7% who answered yes. Difficulty understanding Javanese got a result of 33.3% with a yes answer

INTRODUCTION

According to Lestari (2013), teaching aids (or learning media) are a set of learning tools that contain educational materials, methods,

limitations, and assessment procedures, all of which are systematically designed to be as appealing as possible to achieve learning objectives. This definition indicates that teaching aids must be systematically designed and incorporate elements to make them attractive for achieving learning goals. Teaching aids are used by the teacher to assist in explaining the subject matter.

The book 'The Key to Science Method' (*Kitâb Tharîqat al-Miftâh li al-'Ulûm*) by Ridlo (2019) is a teaching aid that incorporates teaching methods. As he stated, the Key to Science Method book includes the Quantum Learning method. *Quantum Learning* is fun learning aimed at making the learning environment effective, enjoyable, and capable of increasing learning success (Ahmad et al., 2017).

One of the institutions in Malang is a Higher Education Institute. In this institute, students study religious sciences which are written in Arabic. The teacher/lecturer uses the lecture method and the question-and-answer method in teaching *Nahwu* (Arabic Grammar). The teacher teaches the students by explaining the *Nahwu* material and then posing questions for the students to answer. However, the teaching time, which starts from eight o'clock to nine o'clock (one hour) used for explaining the material and giving questions, is a short time. Consequently, many students do not get the chance to answer the questions. Another problem found is that many students do not memorize the material or, even if they memorize it, they cannot apply it in texts. Therefore, the teacher needs another method to facilitate learning and to shorten the time.

Students need the science of *Nahwu* (Arabic Grammar) for the ease of reading and comprehending Arabic texts that are written without *syakal* (vowel markings) and punctuation. Through reading, students can increase their knowledge and understand the world (Alfan, 2008). *Nahwu* assists students in determining the *syakal* and punctuation (Tsâlitsah, 2020). *Nahwu* clarifies the status and position of words: whether a word is the *fâ'il* (subject), *maf'ûl bih* (object), or other word positions. By understanding *Nahwu*, students are expected to comprehend religious subjects such as *Fiqh* (Jurisprudence), *Tafsir*

(Exegesis), *Tasawwuf* (Sufism), and others, because many religious books are written in Arabic.

Generally, the professor teaches *Nahwu* (Arabic Grammar) using classical books such as *Al-Ajurrumiyyah*, *Al-'Imrûthî*, and *Al-Alfiyah* (Muzaky & Ishari, 2020). However, classical learning requires a long time, estimated at five to fifteen years (Sholihan, 2018). Furthermore, classical *Nahwu* teaching is often boring for students because the teaching method is one-way, from the teacher to the student (Jafar & Fatmawati, 2019).

Therefore, the teacher must use a new learning method and teaching aids that shorten the time and make learning fun and not boring. One of the aids in *Nahwu* (Grammar) is the book 'The Key to Science Method' (*Kitâb Tharîqat al-Miftâh li al-'Ulûm*). This aid originates from Sidogiri Islamic Boarding School, Pasuruan, and consists of four *Nahwu* books, one *Sharaf* (Morphology) book, and a pocket book (*kitâb al-jaib*) compiling songs and *nazham* (poetic verses) about the learning materials (Mahmudah, 2019). This method is a summary of *Al-Ajurrumiyyah*, *Al-'Imrûthî*, and *Al-Alfiyah*. The learning materials are still used in Indonesian, but they retain the classical terminology of *Nahwu*.

This method is interesting because the learning materials are wrapped in popular songs, which prevents students from getting bored. Furthermore, this method uses clear and concise language and is equipped with formulas, tables, and *Nahwu* (Grammar) material diagrams using colored paper to help students easily memorize the material.

The Higher Education Institute of Malang has a school, which is Al-Tahdhibiya School, that focuses on teaching *Kitab Kuning* (Classical Islamic Texts). In order to learn, the students must understand the *Ulum al-Alah* (Instrumental Sciences, i.e., Grammar and Morphology) to comprehend the *Kitab Kuning*. The first two years of students are divided into three levels: Class C (beginners) and Classes A and B (advanced). Students in Class (B) use Al-Ajurrumiyyah to learn *Nahwu* (Grammar). All of these students are university students from various faculties who have no foundation in the science of *Nahwu*. The results of the researcher's interview with the class teacher show that the

students' average score is below 70 in learning competence. Based on this issue, the researcher wants to experiment with 'The Key to Science Method' to see if there is an increase in value or not.

In selecting teaching aids, they must be adapted to the learning objectives (Magdalena et al., 2020). Similarly, this teaching aid, the book 'The Key to Science Method', was chosen because the class teacher aims to increase students' mastery in the chapter on al-I'rāb (case inflection), which students find difficult. A study by Aziza et al. (2021) reported that the use of the "Key to Sciences Method" is effective in increasing grammar learning. They utilized an Independent Sample T-Test, and the result showed that the calculated *t* value (*t*{count}), which was 4.099, was greater than the table *t* value (*t*{table}), which was 2.024.

Yahya & Sultan (2020) documented that the "*Key to Sciences Method*" has both advantages and disadvantages, which were gathered through interviews with students: Advantages: It is easy to memorize and makes learning enjoyable, and Disadvantages: It involves difficulty with too many materials and the use of terms in Javanese. Ahmad et al. (2017) concluded that the application of the "*Key to Sciences Method*" is effective with a good estimation (or high degree of effectiveness). They used the coefficient of determination (**R** or **Rxy**) as the symbol for their analysis. The result of their research indicated that the calculated coefficient of correlation (*r*{count}) was 0.4773, which was greater than the table coefficient of correlation (*r*{table}), 0.349 (*r*{count} > *r*{table}). Therefore, the implementation of the "Key to Sciences Method" book is effective in improving mastery of *kitab kuning* (classical Islamic texts) reading skill.

The mentioned studies share a primary similarity and exhibit key differences in methodology and sample population. The similarity lies in the use of the same teaching approach, namely the "Key to Sciences Method" (*Tariqah Al-Miftah li Al-'Ulum*). The differences are evident in the research methodology and the subjects investigated:

- The Current Researcher employs an Experimental Method with a One-Group Pretest-Posttest Design, examining Class B students at *Al-Tadzhibiyah School.*

- Aziza utilizes an Experimental Method with a Control Group Pretest-Posttest Design, examining students at the *Miftah al-'Ulum Institute* in Malang.
- Sultan and Yahya employ a Field Research Method (Qualitative Approach), investigating students at an Official Religious School (*Madrasah Diniyah Rasmiyyah*).
- Majali et al. also use a Field Research Method (Qualitative Approach), examining new students at the *Shaikhona Muhammad Kholil Institute* in Bangkalan, Madura.

Based on the aforementioned background, the researcher identified a potential problem arising from an interview with the class teacher of Class B students at *Al-Tadzhibiyah School* (within the Higher Institute in Malang). The identified problem is that the students in this class report experiencing difficulty in learning grammar (*Nahw*). This difficulty forms the basis for the current research, which aims to test the effectiveness of the "Key to Sciences Method" in addressing this specific challenge.

Instruction was previously conducted using the lecture method, and the students lacked prior background in the Arabic language. The purpose of this research is (1) to investigate the effect of the 'Key to Sciences Method' on Arabic grammar (*Nahw*) learning, and (2) to determine the students' response concerning the strengths (advantages) and weaknesses (disadvantages) of the Key Method when applied to the Class B students at *Al-Tadzhibiyah School*, Higher Institute, Malang.

RESEARCH METHODS

In this study, the researcher employed an experimental design utilizing a one-group pretest-posttest design with a quantitative approach. The experimental method is a research approach used to determine the effect of specific treatments on an object under controlled conditions (Sugiyono, 2016). This method incorporates a pre-treatment test (pretest). The results of the treatment can be more accurately determined by comparing the pretest scores with the posttest scores. This design can be formally represented as follows:

Tabel I: Designing One Group with Pre and Post Test

Post-testing	Treatment	Pre-test
O^2	X	O^1

Source: (Sugiyono, 2016)

The primary aim of this research was two-fold: *First*, investigate the effect of the *'Key to Sciences Method'* (*Tariqah Al-Miftah li Al-'Ulum*) on the students' understanding of the chapter of expression (*I'rāb*) at *Al-Tadzhibiyah School*. Specifically, the study focused on the application of *I'rāb* rules to the singular noun, dual noun, sound masculine plural, sound feminine plural, broken plural (*jam'u taksīr*), the five nouns (*al-asmā' al-khamsah*), the non-diptote noun (*al-mamnū' min al-ṣarf*), and the expression of the present participle (*al-fi'l al-muḍāri'*) when it is preceded by a governing factor. *Second*, determine the perceived advantages and disadvantages of the 'Key to Sciences Method' book as applied to the students at *Al-Tadzhibiyah School*.

Data collection was carried out through observation, testing, and questionnaires:

- Observation: Conducted by the class teacher to identify expected or anticipated problems encountered by the students.
- Testing: Consisted of a pretest and a posttest. These were used to measure the effect of the treatment on the students' scores before and after the intervention.
- Questionnaire: Used to gather data concerning the strengths and weaknesses (advantages and disadvantages) of the 'Key to Sciences Method' book.

For data analysis, the researcher employed statistical analysis using the SPSS application (Statistical Package for the Social Sciences). The following tests were performed as prerequisites and primary analyses:

- Prerequisite Tests: Normality Test, Validity Test, and Reliability Test.
- Primary Analysis: Paired Sample T-Test and the N-Gain Test.

The percentage increase in the average scores between the pretest and posttest was also calculated to determine the method's effectiveness.

Tabel II: Formula for increasing the pre- and post-test

Percentage Increase	Post-Test − Pre-test / Pre-test	100%

Source: (Mauludin dkk., 2017)

The questionnaire was analyzed to determine the students' response regarding the advantages and disadvantages of the method, utilizing the Guttman Scale. According to Wijayanti (2014), the Guttman Scale is a measurement tool consisting of two categories, typically *Agree* and *Disagree*. In this study, the response indicating agreement was assigned a value of 1, and the response indicating disagreement was assigned a value of 0. The researcher used the SPSS application to calculate the percentage for each question presented.

The researcher selected a sample consisting of 30 students in Class B at *Al-Tadzhibiyah School*, Higher Institute, Malang, for the 2022/2023 academic year. The variables examined in this research are:

- Independent Variable (X): The 'Key to Sciences Method' (*Tariqah Al-Miftah li Al-'Ulum*).
  - *Definition:* The variable that causes or influences an effect on the dependent variable.
- Dependent Variable (Y): Arabic Grammar (*Nahw*) Learning.
  - *Definition:* The variable that is affected or influenced by the independent variable

RESULTS AND DISCUSSION

The Impact of Applying the Key Method for Science Book on Learning Grammar

This research was conducted at the Disciplinary School of the Malang Higher Institute. The researcher prepared fifteen questions for the pre-test and fifteen questions for the post-test. Both tests were administered to determine the validity and reliability of the research instrument using SPSS software.

The validity test was conducted to measure the effectiveness and accuracy of the instrument in collecting data. An instrument is

considered valid if the correlation coefficient (r-count) is greater than the r-table value at a significance level of 0.05 (Herianto & Janna, 2021). In this study, the degrees of freedom (df) were calculated as N–2, with N = 30 respondents. Based on the r-table, the critical value was 0.004.

The results of the validity test showed that, in the pre-test, 2 out of 15 questions were found to be invalid, while in the post-test, 3 out of 15 questions were invalid. The remaining items were declared valid and suitable for further data analysis.

Reliability testing serves as an indicator that shows how consistent and dependable a measurement instrument is (Herianto & Janna, 2021). The reliability analysis in this study was conducted using Cronbach's Alpha method through the SPSS program. The results showed that the reliability coefficient (r-count) for the pre-test was 0.624, while the post-test obtained an r-count value of 0.600.

Based on the r-table value of 0.004 at a significance level of 0.05, it can be seen that the r-count values of both tests are greater than the r-table value (r-count > r-table). Therefore, the research instrument can be declared reliable, meaning it consistently measures what it is intended to measure and produces stable results across repeated tests. As in the following table:

Table III. Reliability Test of Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.615	15

Source: (SPSS)

Table IV. Reliability Test of Post-Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
.624	15

Source: (SPSS)

The Key Method of Science book was applied to Grade B students at the Educational School of the Higher Institute of Malang after the completion of regular classroom instruction. Based on the teacher's observation, the students' mean achievement score was below the expected standard. Therefore, the researcher aimed to conduct an

educational experiment using *The Key Method of Science* approach to improve learning outcomes. This method was implemented particularly in the chapter on *Expression*, as this chapter is considered a key component in enhancing students' understanding and learning abilities (Pransiska, 2015).

In applying *The Key Method of Science*, there are several stages in the learning process designed to ensure that the intended learning objectives and outcomes are effectively achieved. These stages consist of primary activities and core activities as described below:

a. Primary Activities

   The preliminary activities conducted before the learning process include reciting a supplication, checking students' attendance and well-being, and reviewing the material previously studied. Afterward, the researcher provides an overview of the new topic to be learned and explains the benefits and relevance of the subject to the students.

b. Core Activities

   The core activities represent the main phase of the learning process aimed at developing students' skills and understanding in accordance with the learning objectives. During this stage, the teacher implements the *Key Method of Science* through interactive and student-centered learning activities, guiding students to actively explore, analyze, and express their ideas based on the material being taught.

c. Core Activities (continued)

   The core learning activities are conducted through the following steps:

   1. The teacher presents examples related to the lesson material.
   2. The teacher explains the material in detail.
   3. The teacher provides opportunities for students to ask questions and discuss the topic.
   4. The teacher uses songs related to the subject to make the learning process more engaging and enjoyable.

d. Closing Activities

   The closing activities include the following steps:

1. The teacher asks students to reflect on and discuss the material that has been studied.
2. The teacher reviews and reinforces students' understanding of the lesson content.
3. The teacher concludes the learning session by reciting a supplication and delivering a closing greeting.

According to Mujali *et al.* (2017), one of the factors contributing to the success of *The Key Method of Science* is the use of songs sung collectively by the students. In this study, students appeared highly enthusiastic during the singing activities. Many of them were able to memorize the songs easily, which facilitated their understanding of the learning material. This memorization was evident during the closing activities when the teacher assessed the students' comprehension of the subjects that had been taught.

The learning material has been thoroughly studied. The questions used in both the pre-test and post-test were presented in the form of multiple-choice and essay items, designed in accordance with the established guidelines. Ridlo (2018) emphasized that tests should be administered based on the provided instructions to ensure validity and consistency of measurement. Through the administration of the pre-test and post-test, the researcher aimed to identify the differences in students' mastery of expression before and after the implementation of the treatment using *The Key Method of Science.*

The researcher then conducted a normality test on the pre-test and post-test results to determine whether the data were normally distributed or not (dkk., 2014). The normality test was performed using the Shapiro–Wilk formula in the SPSS application, as the number of respondents was fewer than 100. The results showed that the significance value for the pre-test was 0.086, and for the post-test was 0.087. Since both values are greater than 0.05, it can be concluded that the data from both the pre-test and post-test are normally distributed.

Table V. Normal State Test Result Data

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.180	15	.200*	.897	15	.086
posttest	.240	15	.021	.898	15	.087

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: (SPSS)

Since the data were normally distributed, parametric statistical analysis was applied to test the research hypothesis. The hypothesis testing used was the paired sample t-test, which aims to determine the difference in the mean scores before and after the implementation of *The Key Method of Science* (Juliana & Sumani, 2016). This test compares the mean values of the pre-test and post-test to evaluate the effectiveness of the treatment.

According to Sarwono (2017), the decision-making criteria for the paired sample t-test are as follows: if the significance value (Sig.) is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that there is a significant difference between the pre-test and post-test scores. Conversely, if the Sig. value is greater than 0.05, the null hypothesis (H_0) is accepted, meaning there is no significant difference in students' performance before and after the treatment.

Table VI. T-test result data-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretes	2876222289.9333	15	2109281681.99347	544614188.45474
	posttest	79.9333	15	4.30061	1.11041

Paired Samples Test

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1	28762	21092816	5446141	1708140	404430347	5.281	.000
pretes - posttest	22210.00000	83.39116	88.8156 2	947.777 11	2.22289		

Source: (SPSS)

Based on the results of the analysis, the obtained significance value (Sig.) was 0.000, which is less than 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates that there is a significant difference in the average scores between the pre-test and post-test. These findings are consistent with the study of Khamid (2019), which demonstrated that the use of *The Key Method of Science* effectively improved students' proficiency in reading *yellow books*, where the mean score increased from 61 before treatment to 81 after treatment. Similarly, the research conducted by Miftahurrohmah *et al.* (2023) also confirmed that after applying this method, 96% of students achieved a score of 96, indicating a substantial improvement in learning outcomes. The following table presents the results of the one-group pre-test and post-test design used in this study:

Tabel VII: Designing One Group with Pre and Post Test

Post-testing	Treatment	Pre-test
79,93	X	28,76

Source: (SPSS)

The mean score of the pre-test (O_1) was 19.86, and the mean score of the post-test (O_2) was 88.81. Thus, the percentage increase in the average value between the pre-test and post-test was 66.68%. To determine the extent of improvement in students' learning performance before and after the treatment, the researcher conducted an N-Gain (Normalized Gain) test (Hartati & Susanto, 2020). The normalized gain is calculated using the following formula:

Tabel VIII: Interpretation of the Earnings Indicator

Layer	Degree Distance N-Gain
Good	g ≥ 0,7
Acceptable	> 6,68 g ≤ 6,1
Weak	g < 0,3

Source: (Ningrum, 2022)

Tabel IX: Test Result N-Gain

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	15	.38	.82	.6610	.12366
NGain_Persen	15	37.50	82.35	66.0955	12.36638
Valid N (listwise)	15				

Source: (SPSS)

Based on the results of the calculation using the SPSS version 25 program, the mean N-Gain value obtained was 0.666. This indicates a positive change in students' learning behavior from the pre-test to the post-test after the implementation of *The Key Method of Science*. According to the N-Gain interpretation criteria, a score of 0.666 falls within the moderate (acceptable) category. Therefore, it can be concluded that the application of *The Key Method of Science* effectively improved students' learning outcomes to a satisfactory level.

Advantages and Disadvantages of the Key Method for Science Book

After completing the learning process and administering the final test (post-test), the researcher distributed a questionnaire to the

students. The questionnaire focused on identifying the advantages and disadvantages of using The Key Method of Science book in the learning process. The purpose of this questionnaire was to evaluate students' perceptions and experiences regarding the use of the book as a learning medium. Through this questionnaire, the researcher aimed to determine the strengths and weaknesses of The Key Method of Science when applied to students at the Secondary School of the Higher Institute of Malang.

According to the study conducted by Yahya and Sultan (2020), The Key Method of Science book has both advantages and disadvantages. The advantages include its ease of memorization and the enjoyable learning experience it provides. However, the disadvantages involve the large amount of material and the use of the Javanese language in its application, which may pose challenges for some students. Based on the findings of Yahya and Sultan, the researcher adopted similar indicators to develop a questionnaire for this study. The questionnaire was distributed to students after the post-test to gather their perceptions regarding the advantages and disadvantages of The Key Method of Science. The data collected from the questionnaire were analyzed using the SPSS program to determine the percentage of student responses. The researcher employed a Guttman scale, which consists of binary response options "Yes" or "No" to ensure clarity and simplicity in data interpretation.

Based on the results of the questionnaire on the advantages of *The Key Method of Science*, 66% of students answered "Yes", while 34% answered "No." This finding aligns with the study conducted by Siti and her colleagues (2018), who stated that *The Key Method of Science* provides several advantages for students in understanding the material due to the use of specific terms, colorful symbols, and well-organized tables. The book also contains structured schedules, charts, and exercises that help students follow the learning process systematically. In this study, students reported that they found it easier to memorize the material because the learning process was enjoyable and engaging. Their enthusiasm was especially noticeable when learning activities were accompanied by songs, which made it easier for them to

remember and apply the concepts they had learned. Furthermore, the book employs simple and comprehensible language, as well as clear conclusions, making it accessible and effective for learners.

Tabel X: I find it easy to memorize when using *Al-Miftah*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	60.0	60.0	60.0
	no	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

For the second item in the questionnaire, 81.1% of the students answered "Yes," while 16.8% answered "No." According to Ahmad *et al.* (2017), *The Key Method of Science* incorporates elements of quantum learning, which makes the learning process more enjoyable. One of the indicators that contributes to this enjoyment is the use of songs sung collectively during the lesson. Singing together creates a joyful and engaging classroom atmosphere that prevents students from feeling bored. In this study, students appeared very enthusiastic and motivated when the material was presented through songs. These findings support the effectiveness of *The Key Method of Science*, as reflected by the significant improvement in students' scores before and after the treatment. Therefore, the main indicator of the advantages of this method lies in the use of songs as a learning medium.

Tabel XI: I am happy when I learn to use the *Al-Miftah*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	73.3	73.3	73.3
	no	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

For the third item in the questionnaire, which focused on the disadvantages of *The Key Method of Science*, 66.8% of the students answered "Yes," while 11.1% answered "No." One of the main weaknesses identified was the large amount of material presented in the

book. Hakim (2021) also highlighted this issue, particularly in discussing the topic of noun usage, which tends to be challenging for students. The researcher observed a similar problem during the study, as many students found it difficult to understand and apply the rules related to nouns (*ism*). This difficulty was also reflected in the results of the pre-test and post-test, where errors frequently appeared in questions involving noun identification and usage. However, based on an interview with the class teacher, it was noted that the topic of nouns is considered a fundamental element that beginners must learn as a foundation for mastering the Arabic language structure.

Tabel XII: I feel like the material is too much

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	66.7	66.7	66.7
	no	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

For the fourth item in the questionnaire, 11.1% of the students answered "Yes," while 66.8% answered "No." According to Yahya and Sulton (2020), this difficulty may arise due to regional linguistic differences. In contrast, the researcher in the present study did not encounter this issue, as most of the students were from the Javanese ethnic group. Therefore, the use of the Javanese language in the learning process did not pose a significant challenge for them.

Tabel XIII: I have trouble understanding Javanese pegon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	33.3	33.3	33.3
	no	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

CONCLUSION

The Key Method of Science had a positive impact on grammar learning among Grade B students at the Teaching School of the Malang Higher Institute. The results of the statistical analysis showed that the data were normally distributed, and there was a significant difference between the pre-test and post-test mean scores, with an increase of 66.68%, indicating an improvement in the moderate category.

In terms of students' perceptions, the questionnaire results revealed that 66% of students agreed that the method made memorization easier, and 81.1% stated that it made learning more enjoyable. On the other hand, 66.8% of students noted that the method involved a large amount of material, which they considered a disadvantage, while only 11.1% reported difficulty with the use of the Javanese language in the learning process.

Overall, these findings demonstrate that *The Key Method of Science* effectively enhances students' understanding and motivation in learning grammar, despite some challenges related to content volume and language variation.

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