

Learning Planning and Organizing as Determinants of Kitab Kuning Learning Effectiveness

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Abstract

This study analyzes the influence of learning planning and learning organization on the effectiveness of kitab kuning (classical Islamic text) instruction in Islamic boarding school settings. Using a quantitative explanatory design, the research involved kitab kuning teachers and students selected through purposive sampling. Data were obtained through questionnaires and documentation and analyzed using multiple linear regression. The findings show that learning planning significantly enhances instructional effectiveness, particularly through teacher preparedness, clearly formulated learning objectives, and the alignment of materials and teaching methods. Learning organization also exerts a significant positive influence, reflected in effective coordination among educators, efficient time management, and the optimal use of learning facilities. Together, these variables make a substantial contribution to strengthening the overall effectiveness of kitab kuning learning. The study highlights the essential role of structured planning and well-managed organizational practices in improving instructional quality within Islamic educational institutions.

Keywords: learning effectiveness; learning planning and organization; kitab kuning

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Introduction

Islamic boarding schools (pondok pesantren) are Islamic educational institutions that play a vital role in shaping the character and spirituality of the younger generation. In West Sumatra, pesantrens such as Sumatera Thawalib Parabek, MTI Candung, Diniyyah Pasia, and Madinatul Munawwarah are known for their flagship programs that attract public interest. These programs include Qur'an memorization (tahfizh al-Qur'an), mastery of classical Islamic texts (kitab kuning), and active learning of Arabic and English. However, several pesantrens still face challenges in effectively planning and implementing these flagship programs. This situation indicates varying levels of effectiveness in Islamic education management across institutions. This disparity often stems from inconsistencies in pedagogical approaches and resource allocation, which directly impact student engagement and learning outcomes, particularly in the intricate domain of kitab kuning studies (Apdoludin & Martinisyamin, 2022). The perceived difficulty of kitab kuning learning among santri further underscores the need for effective instructional strategies (Farhan, 2019). Therefore, understanding the underlying principles of learning planning and organization becomes crucial for optimizing the efficacy of kitab kuning instruction within these traditional educational settings (Ilyasin, 2020; Khoiruddin & Ferisal, 2018).

The theory of Islamic education management functions serves as a fundamental framework for understanding the effectiveness of Islamic educational institutions. Karwadi et al. (2023) emphasizes that organizational success is highly influenced by the ability to plan and

organize systematically (Karwadi et al., 2023). In the context of Islamic education, Abuddin Nata explains that this theory is relevant to structuring learning activities so that they become focused and efficient. The implementation of planning and organizing functions helps pesantrens design learning activities aligned with Islamic educational goals (Nata, 2012). Therefore, the theory of Islamic education management can be used to explain the effectiveness of kitab kuning learning in pesantrens. This study will delve into how robust planning and meticulous organization of educational resources and pedagogical approaches directly impact the proficiency and comprehension levels of students engaged in kitab kuning studies (Arrohmatan et al., 2022). This investigation will specifically examine the various methods of kitab kuning instruction, such as wetonan, sorogan, hafalan, and munazharah, commonly employed in salafiyah pesantren, to discern their contributions to overall learning effectiveness (Hanani, 2022).

Previous studies have demonstrated that learning planning and organizing significantly influence students' learning outcomes. Husnaini et al. (2023) highlight the importance of effective management systems in improving the quality of learning (Husnaini et al., 2023). However, most of these studies focus on formal schools rather than pesantrens, which have unique systems and learning cultures. Research on the application of Islamic education management theory in kitab kuning learning remains scarce. This opens new research opportunities to explore the relationship between planning, organizing, and learning effectiveness within the pesantren environment. Specifically, prior research on enhancing Islamic education has focused on leadership roles and curriculum integration but has not fully explored the effectiveness of curriculum implementation or the active involvement of teaching staff in these traditional settings (Badrin, 2024). Moreover, existing literature predominantly examines the management of tahfidz programs, overlooking the unique pedagogical and organizational challenges inherent in kitab kuning instruction within pesantren (fauzan & Dermawan, 2025). This study thus aims to fill this gap by thoroughly investigating the nuanced interplay between learning planning, organizational structures, and their impact on the effectiveness of kitab kuning learning within the unique context of pesantren (Hartono, 2020). Furthermore, while some studies touch upon the dynamics of pesantren management and the potential for applying prophetic management, they often lack specific applications to the innovative management of change in response to modernization and societal needs within individual pesantren (Basori et al., 2023).

Therefore, a focused inquiry into the specific methodologies and their efficacy in optimizing kitab kuning acquisition is warranted, particularly concerning the distinct learning approaches such as sorogan, bandongan, syiwar, and memorization, which are commonly observed in pesantren environments (Husnaini et al., 2023). This exploration will critically assess how these traditional methods, when coupled with contemporary planning and organizational strategies, contribute to a deeper understanding and retention of complex Islamic legal and theological texts (Mubah, 2021). To achieve this, it is essential to consider the inherent weaknesses within traditional pesantren structures, such as a lack of detailed planning, rudimentary management, and limited facilities, which can impede educational quality and require gradual improvements to align with modern educational standards without abandoning established traditions (Adawiyah, 2021).

Pondok Pesantren Madinatul Munawwarah, located in Bukittinggi City, is one of the largest pesantrens with a flagship kitab kuning learning program. Since 2022, it has implemented an innovative method called Al-Miftah, which teaches Arabic grammar (nahu and sharaf) through poetic verses. This method has proven effective in increasing students' interest and reducing boredom during the learning process. However, challenges remain, including tight schedules, limited technological integration, and suboptimal coordination among educators.

Therefore, this pesantren is a relevant research site for assessing the application of Islamic education management functions.

Initial observations and interviews revealed that kitab kuning learning at Pondok Pesantren Madinatul Munawwarah has not been fully effective. The leadership has yet to develop a comprehensive learning plan that includes clear objectives and measurable outcomes. Some teachers also lack systematic lesson plans, resulting in monotonous and unstructured learning activities. Classroom organization remains weak due to overlapping schedules and disproportionate workload distribution among teachers. Minimal use of technological media reduces students' engagement and understanding of the material. Furthermore, limited supervision and leadership involvement have caused inconsistency among teachers. These conditions indicate the need for improved planning and organizing to achieve effective learning.

This study aims to analyze the influence of learning planning and organizing on the effectiveness of kitab kuning learning. The research focuses on how these two management functions are implemented at Pondok Pesantren Madinatul Munawwarah. Additionally, it seeks to identify the challenges and factors influencing successful learning implementation. The results are expected to provide practical recommendations for improving the quality of kitab kuning learning in pesantrens. Thus, the study contributes to the contextual development of Islamic education management theory.

The study assumes that the better the learning planning and organizing, the higher the effectiveness of kitab kuning learning. Careful planning helps teachers adjust learning strategies to students' abilities and needs, while effective organizing fosters collaboration among teachers and ensures orderly learning activities. With good learning management, classroom environments become more conducive, and learning objectives are more easily achieved. Therefore, the management function theory in Islamic education is considered a viable approach to improving the quality of kitab kuning learning in pesantrens.

Based on preliminary findings and previous studies, it can be concluded that the effectiveness of kitab kuning learning at Pondok Pesantren Madinatul Munawwarah greatly depends on the quality of planning and organizing. Weaknesses in these aspects cause suboptimal learning outcomes and hinder students from achieving expected competencies. The theory of Islamic education management functions provides an appropriate framework to address these issues. With proper implementation, pesantrens can achieve a more focused, efficient, and adaptive learning process aligned with modern developments. Therefore, this research is essential to explore the relationship between planning, organizing, and learning effectiveness in modern pesantrens.

Method

This research employs a quantitative explanatory approach, aiming to examine the influence of learning planning and organizing variables on the effectiveness of *kitab kuning* learning at Pondok Pesantren Madinatul Munawwarah Bukittinggi. This approach enables the researcher to obtain empirical evidence regarding inter-variable relationships through Structural Equation Modeling (SEM) using LISREL software. The research population consists of all teachers and students directly involved in *kitab kuning* learning, with a purposive sample of 28 respondents comprising *ustadz* (teachers), educational administrators, and senior students familiar with the pesantren's learning management processes.

The study includes three main constructs: learning planning (X_1), learning organizing (X_2), and learning effectiveness (Y). The planning variable covers lesson plan development, scheduling, strategy selection, and learning evaluation. Organizing refers to structuring teaching activities through task delegation, coordination among educators, and management of time and classroom space. Learning effectiveness reflects the success of *kitab kuning* learning based on goal attainment, student participation, time accuracy, and satisfaction levels. All indicators are measured using a five-point Likert scale.

Data were collected through questionnaires and documentation. The questionnaire provided quantitative data, while documentation supported findings with secondary evidence such as class schedules, lesson plans, and organizational structures. Instrument validity and reliability were tested using Confirmatory Factor Analysis (CFA) in LISREL to ensure measurement consistency. Data analysis included measurement model testing, structural model analysis, and model fit evaluation using indices such as Chi-Square, RMSEA, GFI, CFI, and TLI. The model was considered fit if $RMSEA < 0.08$, $CFI > 0.90$, and $GFI > 0.90$. Hypotheses were accepted when the t -value > 1.96 at $\alpha = 0.05$.

This study was conducted over three months at Pondok Pesantren Madinatul Munawwarah Bukittinggi. Through quantitative methods and LISREL analysis, it aimed to provide empirical evidence on how planning and organizing affect *kitab kuning* learning effectiveness while offering a management model integrating modern efficiency principles with Islamic educational values.

Results and Discussion

Learning Planning and Its Influence on the Effectiveness of Kitab Kuning Learning

The analysis using LISREL indicates that the variable of learning planning has a positive and significant influence on the effectiveness of *kitab kuning* (classical Islamic text) learning. This finding confirms that the better the planning conducted by the *ustaz* (teacher of classical texts), the more effective the learning process within the *pesantren* (Islamic boarding school) environment becomes. In the context of Pondok Pesantren Madinatul Munawwarah, planning encompasses not only the preparation of syllabi and schedules but also the selection of classical books (*kutub turats*), teaching methods such as *sorogan* or *bandongan*, and the time arrangement adjusted to students' (*santri*) daily activities.

This finding aligns with educational management theory, which posits that planning is the initial step that determines the direction, goals, and strategies of learning (Terry, 2019). From an Islamic perspective, the concept of planning is also associated with the principle of *tadbir* (well-structured management), as reflected in the Qur'anic verse QS. Al-Hasyr [59]:18, which advises believers to prepare for what they will do in the future. Therefore, well-structured planning reflects both the academic and spiritual responsibility of a *pesantren* teacher in ensuring that *kitab kuning* learning proceeds effectively and meaningfully.

Learning Organization and Its Influence on Learning Effectiveness

The structural model analysis shows that learning organization also has a significant effect on the effectiveness of *kitab kuning* learning. The high loading factor values indicate that aspects such as task distribution among teachers, the organization of student learning groups, and the management of space and time play a crucial role in creating a conducive learning atmosphere. At Pondok Pesantren Madinatul Munawwarah, the success of *kitab kuning* learning largely depends on the extent to which the *kyai* (head of the *pesantren*) and *ustaz* can manage roles, responsibilities, and coordination among educational elements.

Theoretically, this result reinforces the view of Robbins & Coulter (2020) that organizing is the process of structuring human and material resources so that objectives can be achieved efficiently. In the *pesantren* tradition, organization is not merely administrative but also moral and spiritual in nature, where the *kyai* serves as the central figure who organizes a learning system grounded in *ta'dib* (moral education). Hence, organizational success is measured not only by formal structure but also by the ability to create synergy among teachers, students, and the learning environment.

Table 1.
Results of the Structural Model Estimation

Variable Relationship	Standardized Estimate (λ)	t-Value	Description
Planning → Effectiveness	0.63	6.82	Significant
Organization → Effectiveness	0.58	5.94	Significant
Planning ↔ Organization	0.71	7.43	Significant

Significance criterion: t-value > 1.96 ($\alpha = 0.05$)

The estimation results show that both independent variables (learning planning and organization) contribute strongly to the effectiveness of *kitab kuning* learning. The positive path coefficients indicate that the better the implementation of these managerial aspects, the higher the level of learning effectiveness achieved by students at Pondok Pesantren Madinatul Munawwarah Bukittinggi.

Table 2.
Model Fit (Goodness of Fit Indices)

Model Fit Index	Result Value	Ideal Criterion	Description
Chi-Square (χ^2)	92.47	< 100	Good
Probability (p-value)	0.081	≥ 0.05	Fit
RMSEA	0.047	≤ 0.08	Fit
GFI	0.94	≥ 0.90	Good
AGFI	0.91	≥ 0.90	Good
CFI	0.96	≥ 0.95	Excellent
TLI (NNFI)	0.95	≥ 0.90	Good
SRMR	0.043	≤ 0.08	Fit

All indices meet the model fit criteria, indicating that the structure of relationships among planning, organization, and learning effectiveness is empirically acceptable. The RMSEA value of 0.047 and CFI value of 0.96 demonstrate that the proposed model has a very good fit with the field data.

Interpretation of Results

The LISREL analysis indicates that learning planning exerts the most dominant influence on the effectiveness of *kitab kuning* learning, with a standardized loading value of 0.63. This implies that improving the quality of planning—such as setting clear objectives, selecting appropriate texts, and aligning teaching strategies with students' characteristics—directly enhances learning effectiveness. Meanwhile, learning organization also plays a significant role, with a coefficient value of 0.58. This confirms that the success of *pesantren* education in creating a directed learning environment depends not only on planning but also on managing human resources, facilities, and student activity schedules. The positive correlation between planning and organization (0.71) reinforces the notion that both are interdependent. Without effective organization, plans cannot be optimally implemented, while effective organization requires clear planning to ensure that all activities align with educational objectives.

Critical Discussion

This study reinforces classical educational management theories stating that planning and organizing are two fundamental functions in the management cycle (Terry, 2019; Robbins & Coulter, 2020). Within the Islamic education framework, these results also align with the principles of *at-tanzhim* (organization) and *at-takhthith* (planning), both of which represent the value of *ihsan* (excellence) in work.

These findings are consistent with previous studies such as Sutisna (2021), who found that planning in *pesantren* strongly correlates with student motivation and learning outcomes. Similarly, Rahman (2022) demonstrated that the organization of learning activities involving collaboration between teachers and students significantly enhances learning engagement. Thus, the empirical results from the LISREL analysis not only strengthen theoretical foundations but also provide practical policy directions for *pesantren* management to become more systematic and adaptive to modern changes without abandoning the traditional values of *kitab kuning* education.

Practical Implications

1. **Managerial Aspect:** *Pesantren* leaders and teachers should strengthen both annual and daily planning systems based on the learning outcomes of *kitab kuning* to ensure that academic and spiritual goals are achieved.
2. **Organizational Aspect:** Clearer role distribution and coordination structures among *kitab* teachers, general subject teachers, and senior students are needed to ensure efficiency in learning activities.
3. **Educational Policy Aspect:** The effective *kitab kuning* learning model can serve as reference for other *pesantren* in designing curricula that integrate classical Islamic values with modern management systems.

Integration of Planning and Organization toward Learning Effectiveness

The LISREL analysis indicates that planning and organization have mutually reinforcing effects on learning effectiveness. The structural model illustrates that good planning without proper organization will not yield optimal results, and vice versa. This underscores the importance of integrating strategic planning with operational implementation in *kitab kuning* learning.

Practically, at Madinatul Munawwarah, this integration is reflected in the alignment between classical text learning plans and students' daily activity schedules, time allocation for academic and devotional practices, and teacher coordination systems. This finding supports Hoy & Miskel's (2013) educational systems theory, which asserts that institutional effectiveness depends on the synergy among managerial components. In other words, the effectiveness of *kitab kuning* learning results from the harmony between visionary planning and organized execution.

Implications for Pesantren Management Development

The study's findings have strategic implications for *pesantren* educational management. First, it is essential to enhance the capacity of *kitab* teachers to engage in goal-oriented planning that remains relevant to contemporary developments. Second, organization should aim to create a collaborative work structure among the *kyai*, *kitab* teachers, and general teachers to achieve curricular integration. Third, the effectiveness of *kitab kuning* learning can be improved through modern management approaches that uphold *pesantren* values such as sincerity (*ikhlas*), blessing (*barakah*), and proper manners (*adab*).

Theoretically, this research enriches Islamic educational management studies by demonstrating that modern management principles can be effectively applied in *pesantren* contexts without compromising traditional Islamic scholarly values. Therefore, Pondok Pesantren Madinatul Munawwarah can serve as an integrative model that combines traditional and modern educational systems based on effective management and spiritual values.

Conclusion

This study concludes that both learning planning and learning organization significantly influence the effectiveness of *kitab kuning* learning at Pondok Pesantren Madinatul Munawwarah, Bukittinggi. The LISREL analysis demonstrates that learning planning has the strongest effect ($\lambda = 0.63$; $t = 6.82$), indicating that clear goal formulation, structured lesson preparation, and alignment

of teaching strategies with students' characteristics are key determinants of learning success. Learning organization also contributes significantly ($\lambda = 0.58$; $t = 5.94$), confirming that effective coordination, proper role distribution, and efficient time management are essential components in creating a conducive learning environment. These findings reinforce classical management theories (Karwadi et al., 2023; Mubah, 2021; Nata, 2012; Terry, 2008) and align with Islamic educational perspectives emphasizing *at-takhtith* (planning) and *at-tanzhim* (organization) as integral to achieving optimal educational outcomes. This research contributes empirically to the limited body of literature examining management functions within pesantren-based *kitab kuning* education, offering evidence that modern management frameworks can be harmonized with traditional Islamic learning systems.

Practically, the results highlight the need for pesantren leaders and teachers to strengthen learning planning procedures, improve coordination mechanisms, and enhance management capacity to ensure effective implementation. Future research should consider broader samples and additional variables—such as supervision, leadership style, or learning motivation—to deepen understanding of the complex factors influencing *kitab kuning* learning effectiveness.

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