

Management of the Takhosus Program in Learning the Amtsilati Book at Al-Azhar Islamic Boarding School, Jember

Manajemen Program Takhosus Pada Pembelajaran Kitab Amtsilati di Pondok Pesantren Al-Azhar Jember

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Abstract

The Takhosus Program based on the Amtsilati Book is one of the flagship programs implemented at Al-Azhar Islamic Boarding School, Jember, to improve students' ability to read and understand classical Islamic texts (kitab kuning) through mastery of nahwu and sharaf. This study aims to describe the management of the Takhosus Program in learning the Amtsilati Book. A qualitative case study approach was employed. Data were collected through interviews, observation, and documentation and analyzed using the interactive model of data condensation, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings reveal that: (1) program planning is conducted systematically through goal setting, student competency mapping, curriculum preparation, teacher assignment, and provision of learning resources; (2) program implementation is carried out in a structured manner through staged Amtsilati instruction, nadzam memorization, murojaah activities, practical reading of kitab kuning, and intensive mentoring; and (3) program evaluation is conducted continuously through daily assessments, written and oral examinations, practical reading tests, and follow-up coaching for students who have not yet achieved the required competencies. Systematic program management has proven effective in improving students' ability to read and understand classical Islamic texts more efficiently and purposefully.

Keywords: *program management; Takhosus Program; Amtsilati Book; kitab kuning learning; Islamic boarding school*

Abstrak

Program Takhosus Kitab Amtsilati merupakan salah satu program unggulan yang diterapkan di Pondok Pesantren Al-Azhar Jember untuk meningkatkan kemampuan santri dalam membaca dan memahami kitab kuning melalui penguasaan ilmu nahwu dan sharaf. Keberhasilan program tersebut sangat dipengaruhi oleh penerapan manajemen yang meliputi perencanaan, pelaksanaan, dan evaluasi program. Penelitian ini bertujuan untuk mendeskripsikan manajemen Program Takhosus pada pembelajaran Kitab Amtsilati di Pondok Pesantren Al-Azhar Jember. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Data

dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa: (1) perencanaan program dilakukan secara sistematis melalui penetapan tujuan, pemetaan kemampuan santri, penyusunan kurikulum, penyiapan tenaga pendidik, serta penyediaan sarana dan bahan ajar; (2) pelaksanaan program berlangsung secara terstruktur melalui pembelajaran bertahap menggunakan Kitab Amtsilati, hafalan nadzam, murojaah, praktik membaca kitab kuning, serta pendampingan intensif oleh ustaz dan ustazah; dan (3) evaluasi program dilaksanakan secara berkelanjutan melalui penilaian harian, ujian tulis dan lisan, praktik membaca kitab kuning, serta tindak lanjut berupa pembinaan bagi santri yang belum mencapai kompetensi. Penerapan manajemen program yang sistematis terbukti mendukung efektivitas pembelajaran sehingga mampu meningkatkan kemampuan santri dalam membaca dan memahami kitab kuning secara lebih cepat dan terarah.

Keywords: *manajemen program, program takhosus, Kitab Amtsilati, pembelajaran kitab kuning, pondok pesantren*

Introduction

Islamic boarding schools (pesantren) are Islamic educational institutions that play a strategic role in shaping character, deepening religious understanding, and transmitting the Islamic intellectual tradition through the study of classical Islamic texts (kitab kuning). These texts serve as the primary source for learning various Islamic disciplines, including fiqh, tafsir, hadith, aqidah, nahwu, sharaf, and tasawuf. Therefore, the ability to read and understand kitab kuning is a fundamental competency that every student should possess (Mustofa, 2019).

Along with the development of Islamic education, pesantren are required not only to preserve classical scholarly traditions but also to develop more professional educational management systems. Effective educational program management is an important factor in improving learning quality without eliminating the distinctive characteristics of pesantren. In this context, management functions including planning, implementation, organization, and evaluation are inseparable components of successful educational programs (Azra, 2023).

The importance of educational program management is further reinforced by Law Number 18 of 2019 concerning Islamic Boarding Schools (Pesantren), which stipulates that the pesantren curriculum should be developed based on kitab kuning (classical Islamic texts) or dirasah Islamiyah while maintaining the quality of educational provision (UU Nomor 18 Tahun 2019 Tentang Pesantren, n.d.). Furthermore, Government Regulation Number 57 of 2021, as amended by Government Regulation Number 4 of 2022 concerning National Education Standards, emphasizes that every educational institution must fulfill process standards, management standards, and assessment standards as part of efforts to ensure educational quality. These regulations provide a foundation for the systematic design, implementation, and evaluation of all educational programs, including learning programs in pesantren, in order to achieve learning objectives effectively and

optimally (Peraturan Pemerintah Nomor 4 Tahun 2022 Tentang Standar Nasional Pendidikan, 2021).

Nevertheless, the learning process of kitab kuning continues to face various challenges. Many students experience difficulties in understanding the principles of nahwu (Arabic syntax) and sharaf (Arabic morphology), resulting in limited development of their ability to read unvowelized Arabic texts (kitab gundul) effectively (Azra, 2019). These challenges are further exacerbated by low learning motivation, limited variation in instructional methods, insufficient learning time, and inadequate mastery of basic Arabic language skills. Consequently, although some students are capable of reading Arabic texts without diacritical marks, they often struggle to fully comprehend the grammatical structures and meanings contained within the texts (Fikri, 2025).

In response to these challenges, many pesantren have developed innovative learning programs aimed at accelerating students' ability to read kitab kuning. One such innovation is the Takhosus Program based on the Amsilati method developed by KH. Taufiqul Hakim. The Amsilati method is designed in a systematic, practical, and progressive manner, enabling students—particularly beginners—to master the fundamental principles of nahwu and sharaf within a relatively short period before independently applying these skills to the reading of classical Islamic texts (Misbah, 2006).

Al-Azhar Islamic Boarding School in Jember is one of the pesantren that has adopted the Takhosus Program based on the Amsilati method as a flagship program to enhance students' ability to read kitab kuning. The program not only emphasizes mastery of nahwu and sharaf but also integrates theoretical instruction, nadzam memorization, practical text-reading exercises, and continuous evaluation. The success of the program is highly dependent on the effectiveness of its management processes, encompassing planning, implementation, and evaluation.

Previous studies have primarily focused on the implementation of the Amsilati method in improving students' ability to read kitab kuning (Rahma, 2020; Mustofa, 2021; Ghoni, 2023). Other studies have examined the implementation of the Takhosus Program and the management of flagship kitab kuning programs; however, they have generally concentrated on instructional practices or program implementation in different institutional contexts (Ilman, 2023; Maryono, 2024). Consequently, comprehensive studies examining the management of the Amsilati-Based Takhosus Program from the perspectives of planning, implementation, and evaluation remain relatively limited, particularly within the context of Al-Azhar Islamic Boarding School, Jember.

Based on these considerations, this study aims to describe the management of the Takhosus Program in learning the Amsilati Book at Al-Azhar Islamic Boarding School, Jember, focusing on the stages of program planning, implementation, and evaluation. The findings are expected to contribute to the development of pesantren educational management, particularly in the implementation of kitab kuning learning programs that are effective, systematic, and sustainable. In light of the issues outlined above, the researcher is interested in conducting a study entitled "Management of the Takhosus Program in Learning the Amsilati Book at Al-Azhar Islamic Boarding School, Jember."

Research Method

This study employed a qualitative approach using a case study design. The approach was selected to obtain an in-depth understanding of the management of the Takhosus Program in learning the Amtsilati Book at Al-Azhar Islamic Boarding School, Jember. Research participants were selected through purposive sampling and included the female boarding school caretaker, the head of the Takhosus Program, teaching staff, administrators, and students involved in the program. Data were collected through observation, in-depth interviews, and documentation. Observation was conducted to directly examine the planning, implementation, and evaluation processes. Interviews were used to gather information from key informants, while documentation provided supporting evidence such as learning schedules, Amtsilati modules, program documents, and evaluation records. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. Data validity was ensured through source triangulation and technique triangulation by comparing findings from interviews, observations, and documentation.

Results and Discussion

A. Planning of the Takhosus Program

The planning stage was conducted systematically before the learning activities began. Program managers established learning objectives, mapped students' initial abilities, assigned teachers, prepared learning schedules, provided Amtsilati books and supporting materials, and determined learning targets for each level. These planning activities served as guidelines for implementing the program effectively and consistently.

The findings support George R. Terry's management theory, which identifies planning as a fundamental management function involving goal setting and determining the steps required to achieve those goals. The planning process at Al-Azhar Islamic Boarding School reflects effective implementation of this management function.

B. Implementation of the Takhosus Program

The program was implemented according to the predetermined plan. Learning activities began with an introduction to the program objectives and regulations, followed by gradual instruction using the Amtsilati Book according to students' proficiency levels. The learning process was supported by supplementary texts, memorization of nadzam, review sessions (murojaah), practical reading exercises of kitab kuning, and intensive guidance from teachers.

These findings indicate that the program emphasizes not only knowledge transfer but also the continuous development of students' skills through repetitive practice. As a result, students gradually improved their mastery of Arabic grammar and their ability to read classical Islamic texts.

C. Evaluation of the Takhosus Program

Evaluation was conducted continuously to measure learning achievement and monitor student progress. Daily assessments focused on participation, memorization, understanding of grammatical rules, and reading ability. Periodic written examinations, oral examinations, and practical reading tests were also administered to assess mastery at each learning level.

Evaluation results were used to determine follow-up actions. Students who met the required competencies advanced to the next level, while those who had not yet achieved the expected standards received additional guidance, remediation, and mentoring. Therefore, evaluation functioned not only as a tool for measuring learning outcomes but also as a mechanism for improving the learning process and enhancing program quality.

Conclusion

The management of the Takhosus Program in learning the Amtsilati Book at Al-Azhar Islamic Boarding School, Jember has been implemented systematically through the stages of planning, implementation, and evaluation.

During the planning stage, program managers established objectives, mapped students' initial competencies, prepared teachers, learning materials, schedules, and supporting facilities. The implementation stage was carried out through structured Amtsilati instruction combined with nadzam memorization, murojaah activities, practical reading of kitab kuning, and intensive mentoring by teachers.

Program evaluation was conducted continuously through daily assessments, written examinations, oral examinations, practical reading tests, and follow-up coaching for students who had not yet achieved the required competencies. The findings indicate that well-planned, structured, and continuous program management contributes positively to improving students' ability to read and understand classical Islamic texts. Consequently, the Takhosus Program at Al-Azhar Islamic Boarding School can serve as an effective model for managing kitab kuning learning programs in pesantren education.

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