
Learning management of the Amtsilati method for accelerating *Kitab Kuning* mastery: Evidence from an Indonesian *majelis taklim*Retno Tutut Nur Wana^{1*}¹ Universitas Nahdlatul Ulama Pasuruan, Pasuruan, Indonesia*Corresponding Author: mbaksantri321@gmail.com

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Abstract

The mastery of *Kitab Kuning* through the Amtsilati method has been widely investigated; however, the relationship between the implementation of learning management, contextual factors, and the accelerated mastery of *Kitab Kuning* remains insufficiently understood. This study aims to analyze the implementation of learning management in the Amtsilati method and its implications for accelerating *Kitab Kuning* mastery. A qualitative case study was conducted in Majelis Taklim Amtsilati Nurul Jadid, Patebon Village, Kejayan District, Pasuruan Regency, Indonesia. Data were collected through observations, semi-structured interviews, and document analysis and were analyzed using the interactive model developed by Miles, Huberman, and Saldaña. The findings reveal that the implementation of the functions of *planning*, *organizing*, *actuating*, and *controlling*, supported by teacher competence, systematic Amtsilati modules, a conducive learning environment, student motivation, and effective management of learning barriers, contributes to more effective learning, improved understanding of *Nahwu-Sharaf*, and enhanced *Kitab Kuning* reading proficiency. This study proposes a conceptual model explaining the relationships among learning management, contextual factors, and the accelerated mastery of *Kitab Kuning*, thereby contributing to the advancement of learning management theory and practice in *majelis taklim*.

Keywords: Learning management; Amtsilati method; *Kitab Kuning*; *Majelis taklim*; *Nahwu-Sharaf*.**Abstrak**

Penguasaan *Kitab Kuning* melalui metode Amtsilati telah banyak dikaji, namun hubungan antara implementasi manajemen pembelajaran, faktor-faktor kontekstual, dan percepatan penguasaan *Kitab Kuning* masih belum dijelaskan secara komprehensif. Penelitian ini bertujuan untuk menganalisis implementasi manajemen pembelajaran metode Amtsilati serta implikasinya terhadap percepatan penguasaan *Kitab Kuning*. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilaksanakan di Majelis Taklim Amtsilati Nurul Jadid, Desa Patebon, Kecamatan Kejayan, Kabupaten Pasuruan, Indonesia. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan dianalisis menggunakan model analisis interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa implementasi fungsi *planning*, *organizing*, *actuating*, dan *controlling*, yang didukung oleh kompetensi guru, modul Amtsilati, lingkungan belajar yang kondusif, motivasi santri, serta pengelolaan hambatan pembelajaran, berkontribusi terhadap pembelajaran yang lebih efektif, peningkatan pemahaman *nahwu-sharaf*, dan kemampuan membaca *Kitab Kuning*. Penelitian ini menawarkan sebuah model konseptual yang menjelaskan hubungan antara manajemen pembelajaran, faktor-faktor kontekstual, dan percepatan penguasaan *Kitab Kuning*, sehingga memberikan kontribusi bagi pengembangan manajemen pembelajaran di lingkungan *majelis taklim*.

Kata Kunci: Manajemen pembelajaran; Metode Amtsilati; *Kitab Kuning*; *Majelis taklim*; *Nahwu-Sharaf*.

Introduction

Kitab Kuning learning constitutes an important educational practice in many Indonesian *majelis taklim*, where it plays a pivotal role in developing students' scholarly competence, particularly in understanding classical Islamic literature (Arif et al., 2025). Mastery of *Kitab Kuning* requires not only the ability to read unvocalized Arabic texts but also a sound understanding of *Nahwu-Sharaf* principles, linguistic structures, and the scholarly contexts embedded within the texts (Siswati et al., 2022). This complexity often makes the learning process time-consuming, preventing many students from achieving the expected level of competence within a relatively short period. Therefore, the success of *Kitab Kuning* learning depends not only on the instructional method employed but also on how the learning process is systematically planned, managed, implemented, and evaluated.

One instructional approach that has gained prominence in *Kitab Kuning* learning is the Amtsilati method, which is designed to help students understand *Nahwu-Sharaf* principles through a gradual and practical learning process (Irma et al., 2026). Compared with conventional approaches, the Amtsilati method offers a more structured and simplified learning framework, enabling students to acquire *Kitab Kuning* reading skills more efficiently (Muhlis et al., 2025). Nevertheless, the effectiveness of the Amtsilati method cannot be separated from the quality of learning management that supports its implementation. Careful planning, clear task allocation, consistent instructional delivery, and continuous evaluation are essential to ensuring that the method is implemented as intended. Consequently, learning management serves as a strategic element that determines the successful implementation of the Amtsilati method within the *majelis taklim* environment.

Learning management functions not merely as an administrative mechanism but also as an instrument for integrating various learning components to achieve educational objectives effectively (Iqbal et al., 2020). The implementation of the functions of *planning, organizing, actuating, and controlling* enables educational institutions to manage resources, instructional strategies, and evaluation processes in a systematic manner (Azizah et al., 2026). At the same time, the successful implementation of learning management is influenced by several enabling factors, including teacher competence, the availability of instructional modules, a supportive learning environment, and student motivation, while also being constrained by challenges such as differences in students' prior knowledge, limited instructional time, low learning discipline, and difficulties in understanding *Nahwu-Sharaf* (Alomari et al., 2020). The interaction among these components plays a decisive role in enhancing learning effectiveness and accelerating *Kitab Kuning* mastery.

Studies on *Kitab Kuning* learning through the Amtsilati method have been widely conducted. Huda et al. (2020) demonstrated that the Amtsilati method improves

students' ability to read *Kitab Kuning* by simplifying the learning of *Nahwu-Sharaf*; however, most previous studies have focused primarily on the effectiveness of the method as an instructional strategy. Rusticus et al. (2023) found that successful learning is influenced by teacher quality, student motivation, and a conducive learning environment, yet they did not explain how these factors interact within a comprehensive learning management framework. Badrun (2024) also highlighted the importance of management functions in *majelis taklim* education, although the discussion remained limited to administrative aspects without directly linking them to the acceleration of *Kitab Kuning* mastery. These limitations indicate the need for a more comprehensive understanding of the relationship between learning management implementation, contextual factors, and learning outcomes.

Based on these considerations, this study aims to analyze the implementation of learning management in the Amtsilati method and its implications for accelerating *Kitab Kuning* mastery in Majelis Taklim Amtsilati Nurul Jadid, Patebon Village, Kejayan District, Pasuruan Regency, Indonesia. The study not only identifies the implementation of learning management functions but also examines the factors that facilitate and hinder their implementation while developing a conceptual model that explains the relationships among these components. The significance of this study lies in its contribution to advancing the field of learning management in *majelis taklim* by proposing an empirical model that explains the mechanism underlying the accelerated mastery of *Kitab Kuning*. The findings are expected to enrich the theoretical development of *majelis taklim*-based learning management while providing practical guidance for Islamic educational institutions seeking to implement the Amtsilati method in a more systematic and sustainable manner.

Method

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of the implementation of learning management in the Amtsilati method for accelerating *Kitab Kuning* mastery (Hamel et al., 1993). The research was conducted in Majelis Taklim Amtsilati Nurul Jadid, Patebon Village, Kejayan District, Pasuruan Regency, Indonesia. The site was purposively selected because *Majelis Taklim* Amtsilati Nurul Jadid has consistently implemented the Amtsilati method as its primary instructional approach for *Kitab Kuning* learning. This setting was chosen due to its well-structured learning system, systematic learning management, and consistent application of the Amtsilati method as the primary instructional approach for equipping students with the ability to read and understand *Kitab Kuning*. The study involved seven participants: the Head of *Majelis Taklim* at Nurul Jadid (PM), the Coordinator of the Amtsilati Program e(KA), two Amtsilati teachers (GA1 and GA2), two senior students (SS1 and SS2), and one new student (SB1). Participants were selected through purposive sampling based on the following criteria: (1) direct

involvement in the organization or implementation of the Amtsilati learning program, (2) sufficient experience and understanding of the implementation of the Amtsilati method according to their respective roles, and (3) willingness to provide in-depth information relevant to the research focus.

Data were collected through participant observation, semi-structured interviews, and document analysis to obtain comprehensive information regarding the implementation of learning management in the Amtsilati method. Observations focused on the learning process and the implementation of the management functions of *planning, organizing, actuating, and controlling*. Semi-structured interviews were conducted to explore participants' experiences, strategies, and perspectives concerning the implementation of learning management, the supporting and inhibiting factors, and their implications for accelerating *Kitab Kuning* mastery. The documentation reviewed included Amtsilati modules, instructional schedules, program administrative records, and other supporting documents related to the implementation of the learning process. The trustworthiness of the data was ensured through source triangulation and methodological triangulation. Data were analyzed using the interactive model proposed by Miles et al. (2019), consisting of data condensation, data display, and conclusion drawing/verification. The analysis was conducted concurrently throughout the data collection and interpretation process to identify emerging themes, examine the relationships among the research components, and develop a conceptual model explaining the implications of learning management in the Amtsilati method for accelerating *Kitab Kuning* mastery.

Results and Discussion

Implementation of learning management in the Amtsilati method

Learning management is a critical factor in determining the success of the learning process, particularly in *Kitab Kuning* instruction, which requires a systematic sequence of learning activities. The findings indicate that the implementation of learning management in the Amtsilati method at the Amtsilati *Majelis Taklim* of Nurul Jadid is carried out through four primary management functions: *planning, organizing, actuating, and controlling*. These functions are interconnected and collectively establish a structured and sustainable learning system. The findings were derived from interviews with the Head of the *Majelis Taklim* (PM), the Program Coordinator (KA), Amtsilati teachers (GA1 and GA2), and students (SS1, SS2, and SB1), and were further corroborated through observations and document analysis. A summary of the findings is presented in Table 1.

Table 1. Summary of the implementation of learning management in the Amtsilati method

Management Function	Research Findings
<i>Planning</i>	Learning objectives, instructional schedules, teaching materials, and teacher assignments are prepared before the beginning of each semester.
<i>Organizing</i>	Students are grouped according to their proficiency levels, teaching responsibilities are allocated, and instructional coordination is conducted regularly.
<i>Actuating</i>	Learning is implemented through both whole-class and individual instruction, supported by repeated practice, <i>Kitab Kuning</i> reading exercises, and intensive mentoring.
<i>Controlling</i>	Evaluation is conducted through oral examinations, written tests, <i>Kitab Kuning</i> reading assessments, and remedial programs.

Source: Authors' analysis (2026).

As presented in Table 1, the *planning* function serves as the foundation for implementing the Amtsilati learning method. Interview findings revealed that planning activities are conducted before the beginning of each semester by establishing learning objectives, preparing instructional schedules and teaching materials, and assigning teachers' responsibilities. The Head of the *Majelis Taklim* (PM) explained, "*Before instruction begins, we always establish the learning targets for each class, determine the instructional schedule, and assign teaching responsibilities so that the learning process proceeds according to the intended objectives.*" Observational data further showed that all teachers consistently referred to the Amtsilati modules and the agreed competency targets during instruction. These findings indicate that every aspect of the learning process is carefully designed before instruction begins. According to Terry and Rue (2014), *planning* is the process of determining organizational objectives and identifying the most appropriate actions to achieve them. Therefore, the planning practices implemented at the Amtsilati *Majelis Taklim* clearly reflect the *planning* function by establishing objectives, designing instructional programs, and systematically preparing learning resources.

The *organizing* function is reflected in grouping students according to their proficiency levels, allocating teaching responsibilities, and conducting regular instructional coordination. The Amtsilati Program Coordinator (KA) stated, "*We group students according to their ability to read Kitab Kuning so that teachers can adjust the instructional materials and teaching methods to each class.*" Similarly, an Amtsilati teacher (GA1) remarked, "*We regularly coordinate to align our instructional targets and discuss the progress of students in each class.*" Observations demonstrated that grouping students according to their level of proficiency made the learning process more effective because teachers were able to provide assistance tailored to students' individual needs. These findings are consistent with Fattah (2008), who argues that *organizing* involves allocating responsibilities, managing resources, and coordinating educational

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components to achieve organizational objectives effectively and efficiently. Accordingly, the organizational practices implemented in this setting have supported the establishment of a structured and conducive learning environment.

Regarding the *actuating* function, the findings indicate that the Amtsilati method is implemented through a combination of whole-class instruction, repeated practice, *Kitab Kuning* reading exercises, and individualized assistance for students experiencing learning difficulties. An Amtsilati teacher (GA2) explained, "*We do not proceed to the next topic if most students have not yet understood the previous one because mastering the fundamentals is essential for successfully reading Kitab Kuning*".* This statement was reinforced by a senior student (SS1), who noted, "*The material is always explained gradually and repeated frequently, making it easier for us to understand Nahwu and to read Kitab Kuning*".* Observations also revealed active interaction between teachers and students through discussions, question-and-answer sessions, and direct reading practice. These findings demonstrate that instructional implementation extends beyond the mere delivery of content by actively engaging students throughout the learning process. Mulyasa (2013) defines instructional implementation as an educational interaction among teachers, learners, learning resources, and the learning environment aimed at achieving learning objectives optimally. Therefore, the implementation of the Amtsilati method clearly embodies the concept of *actuating* by emphasizing active, systematic, and learner-centered instruction.

Within the *controlling* function, learning evaluation is conducted continuously through oral examinations, written tests, *Kitab Kuning* reading assessments, and remedial instruction for students who have not yet achieved the expected competencies. An Amtsilati teacher (GA2) explained, "*After each evaluation, we discuss the results with other teachers to determine whether students are ready to proceed to the next topic or still require additional guidance*." Likewise, a senior student (SS2) stated, "*After every examination, the teacher explains our mistakes so that we know which areas need improvement*." These findings indicate that evaluation serves not only to measure learning outcomes but also as a basis for improving subsequent instructional practices. This is consistent with the concept of *evaluation for decision making* proposed by Stufflebeam and Shinkfield (2007), which views evaluation as a process of generating information to support decision-making and program improvement. Consequently, the *controlling* function within the implementation of the Amtsilati method serves as a quality assurance mechanism that continuously enhances instructional quality.

Supporting and inhibiting factors in the implementation of learning management in the Amtsilati method

The successful implementation of learning management is determined not only by the effective application of the functions of *planning*, *organizing*, *actuating*, and *controlling*, but also by various factors that facilitate or hinder the learning process. These factors

play a crucial role in determining the effectiveness of instructional implementation and the achievement of predetermined learning objectives. Therefore, identifying both supporting and inhibiting factors is essential for evaluating the quality of learning management. Based on interviews, participant observations, and document analysis, this study identified four supporting factors and four inhibiting factors influencing the implementation of the Amtsilati learning method at the Amtsilati *Majelis Taklim* of Nurul Jadid. A summary of these findings is presented in Table 2.

Table 2. Supporting and inhibiting factors in the implementation of learning management in the Amtsilati method

Aspect	Factor	Summary of Findings
Supporting factors	Teacher competence and commitment	Teachers demonstrate mastery of the Amtsilati method, participate in professional development activities, and engage in regular coordination to maintain instructional quality.
	Systematic modules	Learning materials are organized progressively, enabling teachers to deliver instruction effectively while facilitating students' understanding of <i>Nahwu</i> and <i>Sharaf</i> .
	Conducive environment	An orderly learning atmosphere and harmonious teacher-student relationships support the instructional process.
	Student motivation	Students' strong desire to master <i>Kitab Kuning</i> encourages them to participate actively in learning activities and review instructional materials independently.
Inhibiting factors	Differences in students' prior knowledge	Variations in students' initial ability to read <i>Kitab Kuning</i> require teachers to adjust the pace of instruction.
	Limited instructional time	Some learning materials require repeated practice, whereas the available instructional time is relatively limited.
	Students' discipline	Some students are not yet consistent in reviewing lessons or attending classes punctually.
	Difficulties in understanding <i>Nahwu</i> and <i>Sharaf</i>	The complexity of the subject matter requires some students to receive more intensive instructional support.

Source: Authors' analysis based on interviews, participant observations, and document analysis (2026).

As presented in Table 2, the implementation of the Amtsilati learning method is supported by several interrelated factors. One of the most influential is teachers' competence and commitment in managing the learning process. Interview findings revealed that teachers not only possess a strong command of *Nahwu* and *Sharaf* but

also have a thorough understanding of the instructional stages of the Amtsilati method and regularly coordinate to evaluate students' learning progress. An Amtsilati teacher (GA1) explained, *"Before teaching, we first participate in training so that we fully understand the stages of the Amtsilati method. Whenever we encounter difficulties during instruction, we discuss them with other teachers to ensure that the learning targets are achieved."* This statement indicates that teachers' responsibilities extend beyond merely delivering instructional content; they are also responsible for ensuring that the entire learning process proceeds according to its intended objectives. These findings are consistent with Usman (2011), who argues that professional teachers possess pedagogical, professional, social, and personal competencies that contribute to effective instruction. Accordingly, the findings demonstrate that teacher competence is not only a prerequisite for professionalism but also the primary foundation for sustaining the consistent implementation of learning management.

In addition to teacher competence, the systematic organization of the Amtsilati modules also strengthens instructional implementation. Observational findings showed that the learning materials are presented progressively, beginning with fundamental concepts before advancing to more complex topics, thereby facilitating teachers' instructional delivery while enabling students to develop their understanding in a sequential manner. A senior student (SS1) explained, *"The materials are arranged step by step, making each lesson easier to understand. If we have not yet understood a topic, the teacher reviews it before moving on to the next lesson."* This progressive organization of instructional materials makes the learning process more structured and reduces students' difficulties in understanding *Nahwu* and *Sharaf*. These findings are consistent with Prastowo (2015), who argues that systematically designed instructional materials facilitate the gradual achievement of learning competencies. Therefore, the findings suggest that the Amtsilati modules function not only as instructional resources but also as instruments that support the consistent implementation of learning management.

Furthermore, a conducive learning environment and strong student motivation were also identified as important factors supporting successful instructional implementation. Observations indicated that the learning environment was orderly, teacher-student relationships were harmonious, and students demonstrated high levels of enthusiasm throughout the instructional process. A senior student (SS2) stated, *"I want to be able to read Kitab Kuning without vowel markings, so after class I usually review the material that has been taught."* This statement suggests that intrinsic motivation encourages students to continue learning beyond classroom instruction. According to Sardiman (2016), learning motivation is the driving force that initiates, directs, and sustains students' learning activities. Likewise, Hamalik (2011) emphasizes that a conducive learning environment fosters active student engagement in the learning process. The integration of these theoretical perspectives with the

present findings demonstrates that the success of the Amtsilati method depends not only on effective instructional management by teachers but also on a supportive learning environment and students' intrinsic motivation to achieve the intended learning outcomes.

Despite these strengths, the implementation of the Amtsilati method continues to face several challenges. The first is the variation in students' prior knowledge upon entering the program. While some students already possess basic *Kitab Kuning* reading skills, others begin with only an introduction to *Nahwu* and *Sharaf*. An Amtsilati teacher (GA2) explained, "*Students enter the program with different levels of ability. Some already understand the basics of Nahwu**, while others are complete beginners, so we must adjust the pace of instruction accordingly."* These differences require teachers to adopt more flexible instructional strategies to ensure that all students can participate effectively in the learning process. Slavin (2018) argues that students' prior knowledge is one of the factors influencing learning success because learners differ in their level of readiness. Therefore, the findings reinforce the view that effective instruction cannot be standardized but should instead be adapted to students' individual characteristics and learning readiness.

In addition to differences in prior knowledge, limited instructional time and inconsistent student discipline also present challenges to the implementation of the Amtsilati method. Interview findings indicated that certain topics require repeated practice to achieve mastery, whereas the available instructional time is relatively limited. The Program Coordinator (KA) remarked, "*Sometimes the allocated instructional time is insufficient because several topics must be repeated until every student truly understands them.*" Similarly, an Amtsilati teacher (GA1) stated, "*Some students are still inconsistent in reviewing lessons at home, so when new material is introduced, they first have to revisit the previous lessons.*" These findings indicate that instructional effectiveness is influenced by both limited instructional time and students' learning discipline. This finding is consistent with Djamarah (2011), who argues that successful learning depends on effective management of the learning process as well as students' readiness to participate continuously in instructional activities. In other words, effective time management must be complemented by strong learning discipline to ensure that instructional objectives are achieved optimally.

Furthermore, some students continued to experience difficulties in understanding *Nahwu* and *Sharaf*, particularly during the initial stages of learning. A new student (SB1) explained, "*At the beginning of the program, I often found it difficult to distinguish between several Nahwu rules, so I had to reread the material and ask the teacher for clarification.*" This finding indicates that the complexity of the subject matter presents a particular challenge for students with limited prior knowledge. According to Djamarah (2011), learning difficulties occur when students encounter obstacles in

understanding or mastering instructional content and therefore require teaching strategies that accommodate their individual characteristics. The findings demonstrate that difficulties in understanding *Nahwu* and *Sharaf* should not be regarded merely as individual shortcomings but rather as a basis for providing additional mentoring, repeated instruction, and more intensive guidance to ensure that all students achieve the expected competencies.

Overall, the findings indicate that the implementation of learning management in the Amtsilati method is shaped by the interaction between supporting and inhibiting factors. Teacher competence, systematically organized instructional modules, a conducive learning environment, and strong student motivation constitute the primary strengths that promote successful learning. Conversely, differences in students' prior knowledge, limited instructional time, suboptimal learning discipline, and difficulties in understanding the instructional content remain significant challenges that require careful attention. Therefore, strengthening human resource capacity, optimizing instructional time management, and providing instructional support that is responsive to students' individual characteristics are essential strategies for reinforcing the implementation of learning management in the Amtsilati method and accelerating *Kitab Kuning* mastery.

Implications of learning management in the Amtsilati method for accelerating Kitab Kuning mastery

The success of an instructional method is determined not only by the quality of the method itself but also by how the learning process is managed systematically and sustainably. In the context of *Kitab Kuning* learning, the accelerated mastery of instructional content is not the result of a single component but rather the outcome of the interaction among managerial aspects, learning conditions, and student characteristics. Therefore, a conceptual model is needed to comprehensively illustrate the relationships among these components, thereby providing a more holistic understanding of the process through which *Kitab Kuning* mastery is accelerated.

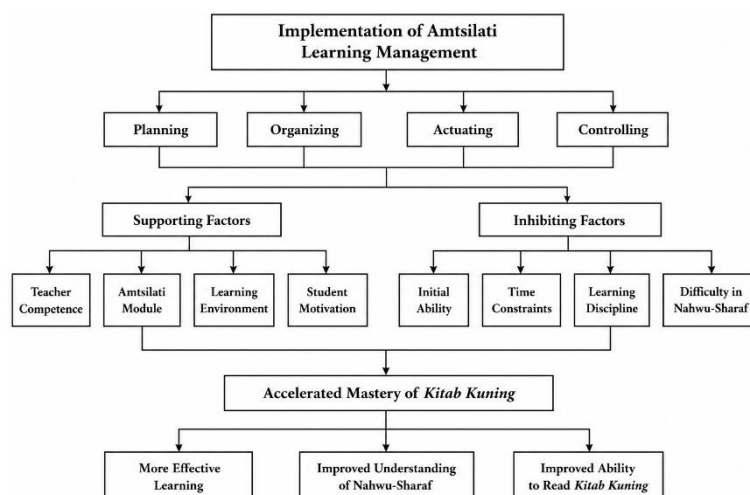


Figure 1. Conceptual model of the implications of learning management in the Amtsilati method for accelerating *Kitab Kuning* mastery

Source: Developed by the authors based on the research findings (2026).

Figure 1 presents a conceptual synthesis of the overall research findings, illustrating the relationships among the implementation of learning management functions, the supporting and inhibiting factors, and their implications for accelerating *Kitab Kuning* mastery. Rather than adopting an existing theoretical framework, this model represents an empirical construct developed from the findings of observations, interviews, and document analysis conducted throughout the study. The conceptual model demonstrates that the effectiveness of the Amtsilati method depends not only on the successful implementation of learning management functions but also on the various conditions that facilitate or hinder the learning process. Consequently, Figure 1 serves as a visual representation that integrates the entire body of research findings into a coherent conceptual framework.

The first component of the conceptual model demonstrates that the implementation of learning management in the Amtsilati method is built upon four core functions: *planning, organizing, actuating, and controlling*. Together, these functions establish the foundation for ensuring that the learning process is systematically planned, effectively organized, appropriately implemented, and continuously evaluated. These findings are consistent with those of Sajja et al. (2024), who reported that the integrated implementation of management functions enhances the effectiveness of learning management. Similarly, Saihu (2020) emphasized that the success of the learning process is strongly influenced by the quality of planning and supervision carried out by educational institutions. The present findings extend these studies by demonstrating that the integration of management functions not only improves the organization of the instructional process but also constitutes the primary foundation for accelerating *Kitab Kuning* mastery through the Amtsilati method.

The second component of the conceptual model indicates that the successful implementation of learning management is reinforced by several supporting factors, namely teacher competence, the Amtsilati modules, the learning environment, and student motivation. These factors do not operate independently but complement one another in creating a conducive learning ecosystem. Teacher competence ensures the systematic delivery of instructional content, the Amtsilati modules provide a clear instructional structure, the learning environment facilitates the internalization of knowledge, and student motivation encourages active engagement throughout the learning process. These findings confirm the conclusions of Blömeke et al. (2022), who identified teacher competence as a key determinant of instructional quality. Likewise, Tokan and Imakulata (2019) demonstrated that learning motivation contributes significantly to students' academic achievement. Unlike previous studies, which examined these factors separately, the present study shows that they collectively form

an integrated learning ecosystem that maximizes the effectiveness of the Amtsilati method.

Conversely, the conceptual model also identifies several inhibiting factors that may reduce the effectiveness of learning management implementation, including students' prior knowledge, limited instructional time, learning discipline, and difficulties in understanding *Nahwu-Sharaf*. These factors indicate that the accelerated mastery of *Kitab Kuning* depends not only on the quality of the instructional method but also on students' academic readiness and learning behaviors. This finding is consistent with Bosch et al. (2021), who reported that students' prior knowledge significantly influences learning success. However, the present study offers a different perspective from Trentepohl et al. (2022) by demonstrating that learning discipline and effective time management are equally important as students' initial academic ability. Therefore, learning management strategies should focus not only on facilitating content mastery but also on fostering disciplined learning habits and effective time management.

The final component of the conceptual model demonstrates that the interaction among learning management implementation, supporting factors, and inhibiting factors ultimately leads to the accelerated mastery of *Kitab Kuning*. This acceleration is reflected in three primary indicators: more effective learning, improved understanding of *Nahwu-Sharaf*, and enhanced ability to read *Kitab Kuning*. These indicators are closely interconnected. Improved understanding of *Nahwu-Sharaf* provides the conceptual foundation for developing *Kitab Kuning* reading proficiency, while effective learning creates the conditions necessary for both outcomes to develop simultaneously. These findings reinforce those of Manshur et al. (2025), who argued that mastery of grammatical principles is a prerequisite for reading classical Islamic literature. Furthermore, Tafakur et al. (2023) demonstrated that effective learning contributes to improvements in students' thinking skills and conceptual understanding. The present study extends these findings by showing that such achievements result from the integrated interaction of managerial, pedagogical, and instructional factors.

Overall, Figure 1 demonstrates that the accelerated mastery of *Kitab Kuning* is not merely the product of implementing the Amtsilati method itself but rather the result of the synergy between effective learning management, supporting factors, and the ability to address the challenges that emerge throughout the instructional process. The conceptual model developed in this study contributes theoretically by providing a more comprehensive understanding of the mechanisms linking the various components of learning. At the same time, it offers practical implications for *majelis taklim* by serving as a reference for designing more systematic, adaptive, and outcome-

oriented strategies for implementing the Amtsilati method to enhance *Kitab Kuning* mastery.

Conclusion

This study demonstrates that the accelerated mastery of *Kitab Kuning* through the Amtsilati method is determined not only by the instructional method itself but also by the effectiveness of learning management, encompassing the functions of *planning, organizing, actuating, and controlling*. These four functions collectively establish a learning management system that optimizes the instructional process through teacher competence, systematic Amtsilati modules, a conducive learning environment, and strong student motivation, while simultaneously minimizing challenges arising from variations in students' prior knowledge, limited instructional time, insufficient learning discipline, and difficulties in understanding *Nahwu-Sharaf*. The findings indicate that the accelerated mastery of *Kitab Kuning* results from the synergy among managerial, pedagogical, and instructional factors, leading to more effective learning, improved understanding of *Nahwu-Sharaf*, and enhanced *Kitab Kuning* reading proficiency.

This study contributes conceptually by proposing a model that explains the relationships among the implementation of learning management, contextual factors, and the accelerated mastery of *Kitab Kuning*, thereby extending the literature on learning management within the *majelis taklim* context. From a practical perspective, the proposed model may serve as a reference for *majelis taklim* administrators in designing more systematic and outcome-oriented strategies for implementing the Amtsilati method. Nevertheless, this study is subject to certain limitations, as it was conducted in a single *majelis taklim* using a qualitative case study approach, limiting the generalizability of its findings to institutions with different characteristics. Future research is therefore recommended to involve multiple *majelis taklim* using comparative or mixed-methods approaches to examine the applicability of the proposed learning management model across diverse educational settings and to further refine and validate the model.

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