



MANAGEMENT OF THE *KITAB KUNING* LEARNING HABITUATION PROGRAM VIA THE SOROGAN METHOD AT THE MADRASAH ALIYAH LEVEL

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Abstract:

This study aims to analyze the management of the *Kitab Kuning* learning habituation program through the sorogan method in Madrasah Aliyah as an effort to strengthen religious literacy competencies and book reading skills for students. The implementation of the sorogan method in the madrasah aliyah environment is a pedagogical innovation that integrates pesantren traditions with the formal education system. This study uses a qualitative approach with a literature study design. Data were collected from several literature sources, such as books and scientific articles. Data analysis was carried out through the stages of data reduction, data presentation, and systematic conclusion drawing. The results of the study show that the management of the *Kitab Kuning* learning habituation program through the sorogan method in madrasah aliyah is carried out through four management functions, namely: (1) planning, which includes setting objectives, integrating the program into the local content curriculum or extracurricular activities, preparing a regular schedule, and determining the books according to the students' ability levels; (2) organization through the division of tasks among supervising teachers and the grouping of students; (3) implementation that emphasizes individual reading practice in front of the teacher, immediate correction, and reinforcement of nahwu and sharaf rules; and (4) evaluation through periodic assessment of reading fluency, accuracy of i'rab, and understanding of meaning. Habituation programs are effective as a strategy for strengthening religious and academic character in Islamic high schools.

Keywords: *Education Management, Kitab Kuning, Sorogan Method.*

INTRODUCTION

Education is one of the key pillars of human and national development. Through education, individuals are equipped with knowledge, skills, and moral values that enable them to develop to their full potential and play an active role in society. Education serves not only to enhance intellectual abilities but also to shape character, personality, and noble moral values (Pristiwanti et al., 2022).

One concrete implementation of the process of moral education for children is the Madrasah Aliyah. As a secondary educational institution with distinct Islamic characteristics, the Madrasah Aliyah plays a strategic role in shaping students who are not only academically excellent but also possess deep religious competence. One indicator of the strengthening of these Islamic

competencies is the ability to read and understand the “*Kitab Kuning*,” which are classical Arabic texts without vowel marks that serve as the primary reference in the Islamic intellectual tradition. To achieve its goal of educating and nurturing students with deep Islamic knowledge and values, the Madrasah Aliyah integrates the “*Kitab Kuning*” into its curriculum.

The “*Kitab Kuning*” consists of various classical Arabic texts on fiqh, tafsir, hadith, tasawuf, and other Islamic sciences, serving as the primary guide in the learning process at the Madrasah Aliyah. The use of these classical texts not only enriches students’ scholarly knowledge but also shapes their character in accordance with Islamic values. Thus, these classical texts are a fundamental element in achieving the vision and mission of excellence in Islamic education (Syu’aib & Husni, 2025). However, the teaching of classical Islamic texts in senior high schools faces various challenges, including limited time allocation within the formal curriculum structure, heterogeneity in students’ foundational Arabic language skills, and teaching approaches that do not yet fully support the intensive reading of classical texts.

In response to these challenges, a number of senior high schools have developed programs to foster the habit of studying classical Islamic texts through various teaching methods. In Arabic, these methods are known as “*thariqah*,” which means strategic steps prepared to carry out a task.

A teaching method is the way in which educators deliver lessons and the way in which students receive those lessons during class time, whether through instruction or stimulation. Thus, the role of a teaching method is to serve as a tool for creating a conducive teaching-and-learning process. When using a particular method, we should have a clear rationale for why we are employing that method. The principles guiding the use of a method serve to reinforce our actions, ensuring we have a strong rationale for employing a specific method. One such teaching method is sorogan. The sorogan method is a traditional learning model that emphasizes individual interaction between students and teachers through the direct reading of texts in the teacher’s presence, accompanied by corrections and in-depth explanations. This approach is considered effective in improving reading accuracy, grammatical understanding (*nahwu* and *sharaf*), and independent learning (Handayani, 2018). In the context of formal madrasah aliyah education, the implementation of the sorogan method requires systematic management to align with the existing curriculum structure and academic calendar.

Educational program management is a crucial aspect in ensuring the successful implementation of the “*Kitab Kuning*” learning habituation program. The managerial process which includes planning, organizing, implementing, and evaluating must be designed in a structured and sustainable manner. Without effective management, the habituation program risks being inconsistent and failing to optimally achieve its learning objectives (Khafid et al., 2019).

Based on this background, this study focuses on analyzing the management of the “*Kitab Kuning*” learning habituation program through the sorogan method in senior high school madrasahs. This study is important to provide an empirical overview of program management strategies, strengths and weaknesses, as well as their implications for improving students’ religious literacy competencies. Thus, the research results are expected to serve as a reference in developing an effective and adaptive management model for *Kitab Kuning* learning within the senior high madrasah environment.

RESEARCH METHODS

This study employs a qualitative approach in the form of a literature review (library research). Qualitative research is a type of research that aims to gain an in-depth understanding of phenomena based on the perspectives of the participants or subjects under study. This study emphasizes meaning, process, and contextual understanding, rather than numerical measurements or statistical calculations (Palupi et al., 2025). Meanwhile, library research is a research method conducted by reviewing and analyzing various written sources relevant to the research topic, such as books, scientific journals, articles, research reports, official documents, and other scholarly works (Abdurrahman, 2024). Literature review was chosen to thoroughly examine concepts, theories, and findings from previous research relevant to the management of the “*Kitab Kuning*” learning habituation program using the sorogan method in senior high schools. This approach allows the researcher to conduct conceptual analysis and theoretical synthesis of various scientific sources to formulate a comprehensive managerial framework. Data collection was conducted through several processes, such as literature identification that is, searching for sources in both printed books and scientific journal databases. This was followed by classification and selection, which involved grouping the literature by theme: educational management, habituation in learning, classical Islamic texts, the sorogan method, and the characteristics of senior high schools.

Data analysis was conducted using content analysis. The analysis steps included: a). Data reduction, which involved selecting and focusing on literature relevant to the research question. b). Data display, which involved presenting the study’s findings in the form of a systematic narrative based on the main themes. c). Synthesis and interpretation, which involves integrating various theories and previous research findings to construct a conceptual framework regarding the management of the learning habituation program for classical Islamic texts using the sorogan method in senior high madrasahs.

RESULTS AND DISCUSSION

The findings of this study demonstrate that the management of the sorogan-based classical Islamic text learning program is implemented through an integrated management process consisting of planning, organizing, implementation, and evaluation. These four managerial functions are interconnected and collectively contribute to achieving the objectives of the habituation program. Effective management enables the learning process to proceed systematically while ensuring that students gradually develop competence in reading, understanding, and interpreting classical Islamic texts. These findings indicate that the success of the sorogan method depends not only on instructional techniques but also on sound educational management that supports continuous learning.

Planning emerged as the initial and most fundamental stage of the management process. The research findings reveal that planning includes determining learning objectives, selecting classical Islamic texts according to students' levels of competence, arranging a structured learning schedule, preparing competent teachers, and providing supporting facilities. Such preparation ensures that learning activities are implemented consistently and systematically. These findings corroborate Mahfudi (2024), who emphasized that careful preparation of instructional materials and student grouping according to learning levels significantly contributes to successful learning outcomes.

Similarly, Khafid et al. (2019) argued that comprehensive instructional planning, including time allocation, learning resources, and assessment strategies, forms the foundation of effective learning management.

The organizational aspect also plays a crucial role in supporting the implementation of the sorogan program. The study found that clear distribution of responsibilities among school leaders, teachers, and students facilitates coordination and ensures the continuity of the learning process. School principals function as policy makers and providers of institutional support, while teachers serve as facilitators responsible for guiding students individually throughout the learning process. This organizational arrangement creates an educational environment that enables the sorogan method to operate effectively while maintaining alignment with institutional learning objectives.

The implementation stage confirms that the sorogan method maintains its distinctive characteristic as an individualized learning approach. Students read classical Islamic texts directly before the teacher, who immediately provides corrections related to pronunciation, grammatical structures, and comprehension of the text. This direct interaction allows learning difficulties to be identified and addressed immediately, thereby accelerating students' mastery of nahwu, sharaf, and contextual understanding of the material. The findings are consistent with previous studies reporting that individualized guidance strengthens students' learning motivation while improving their reading competence through continuous feedback and close teacher–student interaction.

Evaluation constitutes another essential component of learning management because it measures both students' academic progress and the effectiveness of the instructional program. The findings indicate that evaluation is conducted continuously through observations of learning participation, oral reading assessments, and examinations of students' comprehension of classical Islamic texts. The results of these evaluations provide valuable feedback for teachers to modify instructional strategies and provide additional assistance to students experiencing learning difficulties. Consequently, evaluation functions not merely as a measurement tool but also as an instrument for continuous quality improvement within the learning management process.

Another important finding concerns the educational strengths of the sorogan method. The individualized nature of this method enables teachers to monitor students' progress closely and provide learning experiences tailored to each student's abilities. As a result, students become more confident in reading classical Islamic texts, develop stronger comprehension of Arabic grammatical rules, and cultivate discipline, responsibility, and independent learning habits. These findings support previous research indicating that sorogan not only improves cognitive achievement but also contributes to students' character development through intensive interaction and continuous mentoring.

Despite these advantages, this study also identified several challenges associated with the implementation of the sorogan method. Individual learning requires considerable instructional time, making the method less efficient when applied to large numbers of students. In addition, differences in students' learning abilities require teachers to provide varying levels of assistance, demanding patience, persistence, and professional commitment. Some students also experience difficulties in understanding the meaning of the texts despite being able to read them fluently. These findings reinforce previous studies that recognize time limitations and students' varying competencies as major challenges in implementing sorogan-based learning.

Beyond improving reading competence, the findings reveal that the sorogan method has broader educational implications. Continuous interaction between teachers and students encourages active participation, critical thinking, self-confidence, and learning independence. Teachers function not only as knowledge transmitters but also as mentors who gradually reduce instructional support as students become more competent. This learning process reflects the principle of learner-centered education, where students progressively develop autonomy while remaining guided through structured instructional support.

Overall, the findings demonstrate that effective management of sorogan-based learning contributes significantly to improving students' competence in reading and understanding classical Islamic texts while simultaneously fostering discipline, responsibility, independence, and positive learning attitudes. The integration of systematic planning, effective organization, individualized implementation, and continuous evaluation creates a sustainable learning environment capable of strengthening both academic achievement and character development. Therefore, sorogan-based learning management remains highly relevant for contemporary Islamic educational institutions seeking to preserve the tradition of *Kitab Kuning* learning while responding to current educational quality demands.

CONCLUSION

The general conclusion from the discussion on the management of sorogan learning for classical Islamic texts indicates that the sorogan method is one of the traditional learning systems in Islamic boarding schools that is effective in improving students' ability to read, understand, and analyze classical Islamic texts. The management of sorogan learning involves the processes of planning, implementation, and evaluation, which are carried out in a focused manner by the teacher or religious leader so that the learning process can proceed systematically and in accordance with the learning objectives. In practice, students read the text directly in front of the teacher, who then provides guidance, corrections, and explanations regarding the students' reading and comprehension.

The sorogan method has several advantages, including individualized instruction that allows the teacher to directly assess each student's abilities, immediate corrections for reading errors or misunderstandings, and the ability to enhance students' discipline and self-directed learning in understanding the *Kitab Kuning*. However, this method also has drawbacks, such as requiring a relatively long time because it is conducted individually, limitations on the number of students who can be served at one time, and demanding a high level of preparation and mastery of the material from both students and teachers.

The implications of the sorogan method are evident in the process by which teachers provide step-by-step guidance to students, ranging from assistance with reading and explaining meanings to guiding textual analysis. As the students' abilities improve, this assistance is gradually reduced so that they can read and understand the texts independently. Thus, the sorogan method serves not only as a means of knowledge transfer but also as a learning process that fosters the development of students' critical thinking skills and their ability to study classical Islamic literature independently.

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