



Islamic Education Planning and Its Implications for the Learning of *Kitab Kuning* in Islamic Boarding Schools

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Keywords: *Kitab Kuning, Islamic academic literature and analyzed using content analysis to Boarding School, learning, education identify key themes related to Islamic education planning. The findings reveal that well-structured planning serves as a crucial strategy for directing education, optimizing resources, and enhancing the quality of Kitab Kuning learning. Consequently, Islamic educational institutions are better positioned to cultivate knowledgeable, virtuous, and globally adaptive generations.*

Abstract

This article explores the fundamental concepts, scope, and urgency of Islamic education planning in addressing contemporary challenges. Islamic education planning is understood as a systematic and continuous process aimed at establishing high-quality, relevant institutions grounded in Islamic values. The study employs a qualitative library research approach, enriched by interviews with leaders, teachers, and students in Islamic boarding schools. Data were collected from

INTRODUCTION

This country was founded on the principle of social justice for all Indonesian people. Everyone has the right to a proper education. From the poor to the rich, from those living in rural areas to those in urban areas, from Muslims to non-Muslims. Education is a prerequisite for success in this country (Hakim, 2016; Samidi & Suharno, 2018). Over time, education has continued to undergo significant developments. This applies not only to general education, but also to Islamic education. However, developments in Islamic education are often in a position of playing catch-up, rather than leading the way. This applies to everything from the curriculum and extracurricular programs to facilities and infrastructure (Mudzakkir et al., 2024; Ridwan & Maryati, 2024).

This situation raises concerns, given that science actually originated from Islam itself. The Quran and Hadith are the highest foundations of knowledge in life. As stated in the Quran, Surah Al-'Alaq, verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

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Meaning: *Read: In the name of thy Lord Who createth. Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen. Teacheth man that which he knew not* (QS. Al-Alaq 1-5)

Some argue that this is a budget issue. The small Islamic education budget from the government to Islamic boarding schools that are required to be economically independent is the cause of many Islamic educational institutions struggling to survive. This assumption is refuted by psychologists who say that success is not measured by money, but by self-control (Naibaho, 2023). Motivation that arises from within will make him think and take steps forward one by one. There is a well-made plan.

Planning is very important in carrying out all activities in life. Just like a house that is built without careful planning will be renovated until it is demolished and rebuilt. Time and money are wasted. This is especially true in the development of Islamic education. Islamic education is complex. It encompasses institutional management, curriculum, teaching and educational staff, facilities and infrastructure, the surrounding community, and so on. Therefore, an educational institution cannot function properly without planning. Planning is, of course, carried out by the leaders and officials of an educational institution.

Humans have the ability to lead. Even Allah says in Surah Al-Baqarah verse 30:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً ۖ قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۗ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ

Meaning: *And [mention, O Muhammad], when your Lord said to the angels, "Indeed, I will make upon the earth a successive authority." They said, "Will You place upon it one who causes corruption therein and sheds blood, while we declare Your praise and sanctify You?" Allah said, "Indeed, I know that which you do not know."* (QS. Al-Baqarah: 30)

When God has entrusted us with the ability to manage and administer institutions, it is necessary to cultivate confidence in the importance of planning in the development of Islamic education by understanding the basic concepts of Islamic education planning, understanding its objects of study, and its urgency at this time.

METHODS

This study uses a qualitative approach with library research enriched by interviews. This approach was chosen to gain a deep and comprehensive understanding of the planning of *Kitab Kuning* learning in the context of Islamic education (Engkizar et al., 2022; 2023; 2024; Namira et al., 2023; Mutiaramses et al., 2025; Rahman et al., 2025; Okenova et al., 2025; Eltoukhi et al., 2025; Dasrizal et al., 2025). The research data was obtained from two main sources. First, library data, which was collected through an in-depth review of various relevant literature, such as academic books, scientific articles, research journals, and regulations related to Islamic education planning. Second, field data, which was obtained through in-depth interviews with key informants, namely the Head of the Islamic Boarding School, teachers, and students at the Madinatul Munawwarah Islamic Boarding School in Bukittinggi. These interviews aimed to explore perceptions, experiences, and actual practices related to the planning of *Kitab Kuning* learning in the Islamic boarding school environment.

Data analysis was conducted using content analysis techniques. The analysis stages included the process of identifying, classifying, and interpreting the main themes that emerged from the data sources, both literature and interview results (Engkizar et al., 2025; 2023; Mubarok, 2019; Zulmuqim, 2017). The results of the analysis were then presented in a descriptive-analytical manner to illustrate the relationship between theory and practice in Islamic education planning in Islamic

boarding schools. The main objective of this study is to describe the basic concepts, objects of study, and urgency of Islamic education development planning, as well as to emphasize the importance of effective planning in the teaching of the *Kitab Kuning* at the Madinatul Munawwarah Islamic boarding school in Bukittinggi as an effort to improve the quality of Islamic education in a sustainable manner.

RESULT AND DISCUSSION

Basic concepts of Islamic education planning

Education planning is a systematic process of preparing strategic steps to achieve educational goals optimally, taking into account existing conditions and resources (Anwari et al., 2023; Banurea et al., 2023). In the context of learning the classical Islamic texts at the Madinatul Munawwarah Islamic Boarding School, this planning includes preparing study schedules, dividing the levels of the texts, determining teaching methods, and setting targets for students. There is no instant process; everything requires prayer, planning, effort, and consistency for learning to be effective.

Planning is also intellectual and continuous, involving analysis, formulation, consideration, and integrated decision-making (Ihsan & Muali, 2020; Nasrullah et al., 2025; Roziqin & Zahroh, 2025). In Islamic boarding schools, this can be seen when extracurricular activities such as Scouting must be adjusted so as not to interfere with the schedule for studying the classical Islamic texts, so that students can continue to study systematically.

Planning for the development of Islamic education in Islamic boarding schools serves as a roadmap to keep the direction of learning in line with Islamic values and the objectives of Islamic boarding schools, such as the formation of perfect human beings. Without planning, the study of classical Islamic texts can be disrupted by other irrelevant activities, resulting in suboptimal student performance and educational goals (Anwar & M. Hambali, 2024; Azlina et al., 2025).

The planning framework in Islamic boarding schools covers theological, philosophical, legal, sociological, psychological, and historical aspects. The theological framework encourages students to always pay attention to their future learning, as emphasized in QS. Al-Hasyr: 18. The philosophical foundation emphasizes the balance between reason, faith, and charity in every process of learning the scriptures (Kesuma et al., 2025; Salsabila et al., 2025). The legal foundation refers to national education regulations, while the sociological and psychological foundations ensure that the method of learning the *Kitab Kuning* remains relevant to the needs of student and the community (Syu'aib & Husni, 2025). Historical inspiration from the leadership of the Prophet Muhammad SAW also serves as a guideline in building a sustainable Islamic Boarding School education system (Sari et al., 2025).

The principles of learning planning in Islamic boarding schools must be comprehensive, integral, quality-oriented, long-term, and efficient (Aimah, 2021). For example, the preparation of the *Kitab Kuning* study schedule must take into account the availability of teachers, students' time, facilities and infrastructure, as well as accurate data on the abilities and number of students. Good administration and accurate data help keep planning realistic and on target, so that each stage of *Kitab Kuning* learning can be carried out without significant obstacles.

The stages of planning for the study of classical Islamic texts in Islamic boarding schools include: Preparation, which involves collecting data on students, learning needs, and information related to the material in the texts. Implementation, which involves applying teaching methods according to the plan, whether through *halaqah*. Evaluation, to assess the success of achieving learning targets and formulate follow-up plans to improve the quality of student learning.

Objects of study in learning planning

In general, the focus of discussion and study in Islamic education planning provides a focused understanding of the importance of planning for the development of Islamic education. Several objects of study in Islamic education development planning include various important and interrelated aspects. The first is the objectives of Islamic education. Islamic education development planning cannot be separated from the foundations of the educational institution itself, namely the Quran and Sunnah (Fathoni, 2015; Zaki, 2022). Proper application of both will direct educational development to be in line with the vision of forming perfect human beings, while ensuring the presence of spiritual, moral, intellectual, and social aspects in Islamic educational institutions.

Furthermore, the Islamic education curriculum is also an important subject of study. A good curriculum is able to evolve in line with the demands of the times so that Islamic educational institutions can compete with general educational institutions. Curriculum studies cover content, structure, and relevance to community needs, with an emphasis on the integration of religious and general knowledge. In addition, the curriculum must be able to instill values of morality, worship, and *muamalah* in every subject (Irawan et al., 2024).

The next object of study is students. They are the center and main goal of every educational process. Students must be developed optimally, both spiritually, intellectually, emotionally, and in terms of life skills. Therefore, in planning, students need to be understood from various aspects such as number, characteristics, learning needs, social background, as well as their potential and interests (Janawi, 2019). In addition to students, Islamic education planning must also consider educators and educational staff as the main implementers of the educational process. Good planning includes improving the quality and competence of educators, their welfare, motivation, distribution of teaching staff, and the career development and role of educational staff (Bastomi, 2025).

Teaching methods and strategies are also important considerations in planning the development of Islamic education. This study covers the effectiveness of teaching methods, such as lectures, discussions, worship practices, and problem solving, as well as the application of strategies that adapt to technological developments without abandoning Islamic values (Arman, 2023). In addition, educational facilities and infrastructure cannot be ignored. Facilities such as mosques, classrooms, libraries, and laboratories must be provided to support effective learning processes and foster an Islamic atmosphere in the school environment (Idharudin et al., 2025).

Education management and leadership are the next subjects of study, as both play a major role in the success of educational institutions. This study covers organizational structure, Islamic, participatory, and visionary leadership patterns, as well as efficient management of administration, finance, and human resources (Rosita, 2024; Shobri, 2025). The school environment and culture are also part of the subject of study. Islamic education planning must create an Islamic school culture through rules, regulations, and positive traditions that support the formation of Islamic character, while maintaining harmonious relations with the surrounding community (Agustin & Nuha, 2024).

Evaluation and quality assurance are also important parts of planning for the development of Islamic education. Evaluation is necessary to ensure that education is implemented according to plan, including assessment of student learning outcomes, character, and personality. In addition, Islamic value-based education quality indicators must be developed so that the education process can be measured and improved on an ongoing basis (Adzhar & Yasin, 2025). Thus, all of these objects of study form a complementary whole in developing a comprehensive and sustainable

Islamic education development plan.

In planning the *Kitab Kuning* curriculum, several main subjects are the focus: Learning Objectives: Emphasizing a gradual understanding of the Quran, hadith, fiqh, and other Islamic sciences, so that students become knowledgeable, moral, and faithful individuals (Mukhlis, 2023). *Kitab Kuning* Curriculum: This includes selecting books appropriate for the level of the students, integrating moral values and worship, and adjusting teaching methods to be relevant to the times (Jayadi et al., 2024). Students: Students are at the center of planning; their characteristics, learning needs, interests, and abilities are taken into account to make the learning process effective. Educators and Educational Staff: The quality of teachers and assistants is key, including their competence, welfare, motivation, and distribution. Learning Methods and Strategies: These include *bandongan*, *sorogan*, *halaqah*, discussion, and the integration of digital tools to strengthen understanding of the books (Ibrahim, 2025).

Facilities and Infrastructure: Study rooms, mosques, libraries, and other supporting facilities must be adequate to create a conducive Islamic environment. Management and Leadership: Organizational structure, Islamic leadership, administration, and human resource management must be efficient so that planning can be carried out properly. Islamic Boarding School Environment and Culture: Planning must shape an Islamic learning culture through positive traditions, rules, and regulations that support the character building of students (Zuhriy, 2011). Evaluation and Quality Assurance: Regular assessments of book comprehension, morals, and learning achievements are indicators of planning success (Putra & Qomariyah, 2024).

The urgency and benefits of learning planning

Planning for the development of Islamic education is no longer something that needs to be considered, but something that must be implemented immediately. Planning for the development of Islamic education is a very important strategic step in creating an education system that is effective, efficient, and in line with Islamic values. The urgency of planning in the development of Islamic education can be seen from various important aspects. First, planning serves to ensure the direction and objectives of education, so that the implementation of Islamic education is in line with the vision, mission, and objectives that have been set. This is very important so that educational institutions do not lose direction in the face of developments and social changes (Mulyana et al., 2023). In addition, planning also optimizes the use of resources. Through good planning, human resources, both educators and educational staff, as well as the available facilities, infrastructure, and funds can be used effectively and efficiently. Thus, waste can be avoided and education management becomes more measurable.

Planning is also urgent in anticipating challenges and changes. Global developments, technology, and culture that can affect Islamic education systems must be responded to with relevant innovations and strategies. Through planning, Islamic educational institutions can prepare adaptive measures to remain relevant amid these changes (Nadir & Januar, 2024). Furthermore, planning plays a role in improving the quality of education. Educational institutions can design programs to improve the quality of learning, develop Islamic value-based curricula, and strengthen the character of students in a more focused and sustainable manner.

Equally important, planning provides a foundation for strategic decision-making. Decisions made based on planning will be more focused, systematic, and measurable, whereas without planning, decisions tend to be reactive and have the potential to create new problems. Finally, the urgency of planning is also evident in efforts to achieve sustainability in education. With development planning in place, educational programs can be implemented continuously so that future generations continue to receive quality Islamic education that is contextual and in line with the

demands of the times (Fitriyanti & Sirozi, 2024).

The urgency of planning for the development of Islamic education is reinforced by the benefits or importance of planning in Islamic educational institutions. Planning in Islamic educational institutions has a number of very important benefits. One of them is to provide clear direction and objectives, so that educational institutions are able to determine their vision, mission, and educational objectives in line with Islamic values. With a clear direction, all activities of the institution can be focused on the formation of *insan kamil* or perfect human beings who are faithful, knowledgeable, and have noble character (Mahmudi & Bungsu, 2025). In addition, planning enables optimal resource management. In educational institutions, resources such as teachers, educational staff, facilities and infrastructure, and funds are often limited. With planning, these resources can be utilized to the maximum to support the learning process effectively and efficiently.

Planning also plays a role in anticipating challenges and changes. The world of education continues to experience dynamics, ranging from technological developments, curriculum changes, to community demands. With careful planning, institutions can be better prepared to adapt and respond to these changes without sacrificing Islamic values (Renaldi, 2025). In addition, planning can improve the quality of education. Programs such as Islamic character-based curricula, teacher training, and extracurricular activities can be systematically organized, thereby directly impacting the quality of learning and graduate outcomes.

In addition, planning serves to reduce uncertainty. With clear guidelines, all educational activities can run according to plan and targets, thereby minimizing the risk of inefficiency, waste, or failure to achieve objectives. Planning also supports accountability and transparency. Islamic educational institutions are required to provide clear reports to the community, parents, and government, and good planning ensures that all activities are transparently accountable (Yusrawati & Januar, 2024). Finally, planning supports the development of Islamic character. Islamic education not only transfers knowledge but also shapes the morals and spirituality of students. With planning, character building programs, such as strengthening worship, Islamic studies, and practicing good manners, can run consistently.

Regarding the planning of Kitab learning at the Madinatul Munawwarah Islamic Boarding School, interviews with 28 students and teachers showed that: First, Urgency: Planning provides clear direction in learning the *Kitab Kuning*, optimizes resources, and prepares students to face learning challenges and social changes. Students who understand the schedule and learning targets are able to absorb the book material more systematically (Yulianti et al., 2024). Second, benefits: Planning improves the quality of learning, ensures consistency in teaching, and supports the formation of Islamic character in students. Teachers are able to adjust methods, materials, and evaluations to the students' ability levels, making the learning process more effective and focused.

Planning for the study of classical Islamic texts at Madinatul Munawwarah Islamic Boarding School

An analysis of the results of interviews conducted on the planning for the study of classical Islamic texts at Madinatul Munawwarah Islamic Boarding School in Bukittinggi was carried out with 28 students and several teachers responsible for teaching these texts. This analysis covers several key aspects: i) students' understanding of the planning of the study of classical Islamic texts, ii) the effectiveness and relevance of the planning, iii) the challenges faced in its implementation, and iv) general conclusions and implications for improving the quality of learning.

From the interview results, most students stated that the planning of the *Kitab Kuning* learning in the Islamic boarding school was well organized and provided clear

direction in the learning process. A total of 25 out of 28 students (around 89%) acknowledged that structured planning, such as the preparation of study schedules, the division of book levels, and the determination of achievement targets, helped them understand the contents of the books gradually and systematically. The students also assessed that the teachers always prepared the material in advance, determined the appropriate methods, and provided contextual explanations that facilitated understanding.

However, several students (about three) said that the implementation of the plan was not entirely consistent, especially when there were other Islamic Boarding School activities that caused changes to the schedule or limited study time. This obstacle was considered to affect the smooth achievement of the book learning targets.

Based on interviews with three teachers who are also book supervisors and part of the Islamic Boarding School curriculum planning team, it was found that the planning process for teaching the *Kitab Kuning* is carried out collaboratively and tailored to the abilities of students at each level. The teachers emphasized that the preparation of learning plans includes selecting books that are appropriate for the students' level, determining teaching methods (*bandongan, sorogan, or halaqah*), and scheduling regular evaluations. According to them, careful planning is key to ensuring that the teaching of the books remains effective and sustainable.

Two teachers emphasized the importance of innovation in planning, for example by integrating a contextual approach and the use of simple digital tools to strengthen students' understanding of the book's content. Meanwhile, another teacher added that consistency in implementing the plan and supervision from the Islamic Boarding School leadership are important factors in achieving optimal learning outcomes.

Overall, it can be concluded that the planning of classical Islamic texts at the Madinatul Munawwarah Islamic Boarding School in Bukittinggi has been running quite well and in a focused manner, although it still needs to be strengthened in terms of consistency and adaptation to the dynamics of the boarding school's activities. Careful planning has proven to contribute to improving the quality of students' understanding of classical Islamic texts and supports the achievement of the boarding school's comprehensive educational goals.

CONCLUSION

The planning of *Kitab Kuning* learning at the Madinatul Munawwarah Islamic Boarding School in Bukittinggi is a systematic and continuous process that includes schedules, book levels, teaching methods, and student evaluations. This planning serves as a "road map" to keep learning on track in accordance with Islamic values and the objectives of the boarding school. The objects of study in planning include educational objectives, curriculum, students, educators, learning methods, facilities and infrastructure, management, Islamic Boarding School culture, and quality evaluation, which are interrelated to ensure effective and sustainable education. The urgency of planning is evident in its ability to provide clear direction, optimize resources, respond to social and technological changes, improve the quality of education, and shape the Islamic character of students. The interview results show that planning has been carried out well, helping students understand the material systematically, although consistency in implementation needs to be continuously strengthened. Overall, well-developed learning planning is the key to the success of Islamic education, ensuring the effectiveness of the *Kitab Kuning* learning process, and supporting the formation of perfect individuals who are knowledgeable, moral, and faithful.

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