Management Model of Kitab Kuning Reading Acceleration Program at Mambaul Ulum Islamic Boarding School, Bira Timur Sampang

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ABSTRAK

This research was motivated by the researchers' interest in the management of kitab kuning reading acceleration program at the Maktuba Mambaul Ulum Islamic boarding school, East Bira. The management carried out resulted in something extraordinary, where students who were still on average 7-12 years old managed to take part in the acceleration program for mastering the kitab kuning and master a series of other Islamic disciplines in just 2 years. If we relate to psychological theories, this is certainly a remarkable thing, considering that at their age in general they still live in the world of playgroup and education in the family. However, this does not make the management carried out ineffective, in fact this institution is able to create a pleasant learning atmosphere, and the target of this program can be achieved properly. This study focuses on the implementation of the kitab kuning reading acceleration program and its management in the pesantren. This research uses a qualitative approach and the type is descriptive research. As in the qualitative approach in general, the data collection techniques used are interviews, observation, and documentation. Analysis of the data used is by reduction, display, and verification. The research results show; *first*, the implementation of the acceleration program is by grouping students into 5 to 10 small groups with direct guidance for 24 hours by a *musyrif*. The two managements of kuning kuning reading acceleration program at the pesantren were carried out effectively and very well through planning, organizing, directing, and supervising carried out by this institution.

Kata Kunci: Management Model, Acceleration Program, Kitab Kuning Reading.

Introduction

It is undeniable that pesantren is the first educational institution that has a major contribution to the development and growth of the world of education in Indonesia, especially in strengthening the national education system (SISDIKNAS). Pesantren is also known as an educational institution that gave birth to many heroes in the past and produces cadres of "intellectual" ulama today so that pesantren can still be accepted for their existence and existence. Historically, the existence of pesantren initially had 3 main functions, namely; as a medium for teaching and preaching about Islamic teachings, creating a cadre of ulama, instilling and transforming Islamic values and traditions. However, in line with the current development of the pesantren era, it can also be used as a strengthening of the ummah's economy, propaganda media, and so on.[1]

The pesantren learning system from the beginning was indeed more emphasized on understanding the classical books or kitab kuning as it is by using the sorogan or talaqqi method which does not depend on the system or even on meeting the needs or completeness of facilities and infrastructure, as has been passed by the priests. Imams and previous scholars, such as Shaykh Muhammad bin Idris as-Syafie or what we are familiar with as "Imam As-Syafiie", and other priests, because basically the process of knowledge transfer (*replacement*) does not depend on facilities and infrastructure but depend on himmah or strong determination and the cleanliness of the heart of a santri in studying.[2]

The pesantren learning system from ancient times was characterized by a local system or what we often know today as sorogan, which is a kitab kuning learning system that uses the talaqqie method. In its application, students are required to read books written by their teachers or by other scholars in front of their teachers and get iqror / acknowledgment of the correctness of reading and understanding of books that have been read. While the mention of the kitab kuning is basically just a term taken from several people's perspectives to show books in Arabic. These kitab kunings are the characteristics of the study material or curriculum used by every Islamic boarding school since the past until now, it is still enforced by some Islamic boarding schools, especially Islamic boarding schools that are still *salaf*.[3] This kitab kuning which then becomes a matter of course that must be given to students, and must also be mastered to become their provision when they have graduated and live in the midst of society.

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[1] Amirudin Amirudin, "Model Manajemen Pondok Pesantren Dalam Peningkatan Mutu Santri Bertaraf Internasional: Studi Pada Pondok Pesantren Amanatul Ummah Mojokerto Jawa Timur," *Al-Idarah : Jurnal Kependidikan Islam* 9, no. 2 (2019): 222–41, https://doi.org/10.24042/alidarah.v9i2.5607.

[2] Amirudin.

[3] Rustam Ibrahim, "Eksistensi Pesantren Salaf Di Tengah Arus Pendidikan Modern," *Analisa: Journal of Social Science and Religion* 21, no. 2 (30 Desember 2014): 253–63, https://doi.org/10.18784/analisa.v21i02.19.

Today, the kitab kuning learning taught by many Islamic boarding schools in Indonesia is getting a sharp spotlight because it is considered less effective and efficient [4] This is not without reason, where so far the kitab kuning learning is still using verbalistic methods and tends to be conservative so that the kitab kuning learning is only a "student graduation requirement" and tends to lose the essence of the learning objectives. Therefore, a new method is needed so that the essence of learning and the goals of Islamic boarding school education can be achieved properly.

In 1970 there was a massive managerial development and change carried out by the pesantren. This phenomenon can be seen from at least two points of view; First, the quantity and number of Islamic boarding schools continues to grow at an extraordinary rate. Second, with regard to the model of implementing education, which is implemented, it is divided into four typologies, namely:;[5] 1) Islamic boarding schools that establish formal education and implement the national curriculum. 2) Islamic boarding schools that teach and implement religious and general education which are patterned with madrasa management, but do not use the national curriculum. 3) Islamic boarding schools that only teach religious knowledge by using madrasan diniyah management. 4) Islamic boarding schools that are only used as a place for *majlis taklim.*

According to Amin Haedari in Zainal Arifin, Pesantren as a traditional Islamic educational institution, has four special characteristics that stand out. First: Islamic boarding schools only provide religious lessons in Arabic versions of classical Islamic books. Second: Islamic boarding schools have unique and interesting teaching techniques commonly known as the sorogan and bandongan or wetonan methods. Third: Islamic boarding schools prioritize memorization, Fourth: Islamic boarding schools use the halaqah system. Until now, this learning model still exists and survives with various different managements, especially in traditional pesantren, as a characteristic of the form of pesantren that still maintains traditions. There is an Arabic proverb which says that "maintain the good old traditions and take the new, better traditions". Sorogan, bandongan or wetonan are learning methods in Islamic boarding schools that need to be reconstructed by developing a critical culture of students in the teaching and learning process. This critical culture is important to cultivate students to be critical but polite in expressing their opinions, so that students do not only watch what the teachers say. Critical culture will train

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[4] Lailatul Fitriyah, Marlina Marlina, dan Suryani Suryani, "Pendidikan Literasi Pada Pembelajaran Kitab Kuning Di Pondok Pesantren Nurul Huda Sukaraja," *Titian Ilmu: Jurnal Ilmiah Multi Sciences* 11, no. 1 (24 Januari 2019): 20–30, https://doi.org/10.30599/jti.v11i1.351.
[5] Amirudin, "Model Manajemen Pondok Pesantren Dalam Peningkatan Mutu Santri Bertaraf Internasional."

students to be more progressive in developing science, so that there is no stagnation in thinking, and students can also become problem solvers for problems in modern society.[6]

Furthermore, the management and utilization of learning resources in the learning process as quoted from Yunanto in Syarifuddin Amir are: ways, processes and management in utilizing learning resources to achieve the learning objectives set to obtain maximum learning outcomes. Management of the kitab kuning reading acceleration program in Islamic boarding schools which is one of the ways/learning resources aimed at providing in-depth knowledge and understanding of the book for students in achieving the main goal, namely, understanding religious teachings (*tafaqquh fi al-din*).[7]

Based on the theory of education that should be implemented consistently and continuously, it turns out that in the field of education at the Maktab Nubdzatul Bayan Islamic Boarding School, Mambaul Ulum, Bira Timur, Sampang, there is a disparity with this theory. Based on research data obtained through observations and interviews with administrators regarding the management of the kitab kuning reading acceleration program at this pesantren, it shows that the implementation of the education program/system often makes changes based on the agreement and policies of the administrators. Since a few years ago, this pesantren has also frequently reformed the education management program/system, which indirectly has a positive and influential impact on the teaching and learning activities (KBM) of students or students. In fact, almost every one to two years, this pesantren revitalizes the management of educational programs which aims to make it easier for students or students who have just entered to absorb learning and understand and explore the kitab kuning learning quickly and perfectly. Therefore, the implementation of the kitab kuning reading acceleration program in this pesantren is always directed and adjusted to the capacity of the new santri segment. This is based on the fact that each new student has different criteria and capacities, so that the implementation of the kitab kuning learning acceleration program from year to year is not the same. Therefore, it is possible that the output of students produced and those who pass the I'lan graduation every year also have different criteria and capacities.[8]

As one part of the management in this pesantren is that teachers as educators have an urgent and very vital role in determining the success of any educational endeavor in this institution. That is why in every discussion regarding program updates and activities as well as matters related to procurement of goods and recruitment of human resources always apply the management of student education and involve a teacher. Thus, the urgency of the management of santri education and the position of teachers in the world of education,

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[6] Zainal Arifin, "*Perkembangan Pesantren Di Indonesia*," Jurnal Pendidikan Agama *Islam,* Vol. IX*,* No. 1 (Juni 2012), 14.

[7] Syarifuddin Amir, "*Problematika Pembelajaran Kitab Kuning Di Pesantren Putra Alkhairaat Pusat Palu*," *Al-Qalam,* Vol. 26, No. 1 (Juni 2020), 141.

[8] Syafie Ma'arif, Pengelolaan Program Akselerasi Baca Kitab Kuning, 13 Maret 2021.

especially at the Maktab Nubdzatul Bayan Mambaul Ulum Islamic boarding school, is very important and cannot be ignored.[9]

In general, the purpose of the kitab kuning education is the realization of the environment and the learning process of the kitab kuning effectively for all students. It is intended that the students in the pesantren can explore and develop their potential so that they are expected to gain a broad understanding, intelligence, noble character, good spirituality, and the skills that he needs in navigating life in the midst of life. - in the middle of society. This means that managerial factors in Islamic boarding schools become a necessity in realizing professional educational institutions in the future. Management provided by pesantren must be able to provide the best service to its customers. Pesantren is also expected to become an educational institution capable of transforming religious values with the traditional values of the nation in the midst of the wider community. All of this cannot be realized unless the pesantren has been managed with good, comprehensive, professional management and is supported by the community and other external parties.[10]

Something interesting about the management of education in this pesantren, is that the students who take the acceleration program are able to absorb and master the lessons within a period of approximately 1-2 years, some even take less than a year to take the eligibility test to take I'lan. graduation until later graduation, even though the learning system taken is sometimes not the same as the system taken by other students in previous years. And what's interesting is that their age is still relatively very young, ranging from 7 to 15 years old, and some are even 5 or 6 years old.[11]

Thus, educating and teaching students who are still very young as described above will certainly not be easy. Requires a mature management pattern to be able to provide good, effective and efficient service. On the one hand, children at that age are still in the playing period so that it is theoretically difficult to accept complex lessons and psychological pressures in completing accelerated programs that require more energy and concentration. On the other hand, they also have to accept the reality of being in a strict pesantren environment with the obligation to comply with pesantren regulations, discipline and so on. Therefore, the pesantren management pattern must be prepared carefully in order to cover all the differences that exist in the child. This is what researchers think is important and unique for further research.

Apart from all that, the level of success and effectiveness of the acceleration program management implemented in this pesantren can be said to be quite successful. This

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[9] Nurus Salam, Pengelolaan Program Akselerasi Baca Kitab Kuning, 13 Maret 2021.
[10] Kompri, *Manajemen Pendidikan.Komponen-Komponen Elementer Kemajuan Sekolah* (Yogyakarta: ar-Ruzz media, 2015), 15.
[11] Zubairi Baqir, *Pengelolaan Program Akselerasi Baca Kitab Kuning*, Wawancara 11 Maret 2021.

can be seen from the number of students who can master and follow the I'lan program at this pesantren. Therefore, researchers feel the need to conduct comprehensive data deepening so that later forms and management patterns will be found. From the various phenomena described above, researchers will try to examine the management model that is applied including how to plan, organize, implement, and supervise or evaluate activities or programs in order to provide the best service for students, especially in the acceleration program activities for reading the kitab kuning in Islamic boarding schools. this.

Research Method

This study uses a qualitative approach with the type of descriptive research.[12] The data collection technique uses a purposive technique, while the data development technique uses a snowball.[13] Then the data collection uses interviews, observations, and documentation.[14] The data analysis technique carried out includes 3 stages, namely; *checking data, organizing data, and coding data*.[15] This study tries to reveal the phenomena that occur in the object of research related to the management of the kitab kuning reading acceleration program at the Maktab Nubdzatul Bayan Islamic boarding school Mambaul Ulum Sampang. In addition, researchers will also conduct in-depth data related to the theme taken from main/primary data and supporting/secondary data..

Result and Analysis
Reading Acceleration Program of Kitab Kuning

Acceleration Program is an acceleration method or method that is applied in order to achieve the effectiveness of a program.[16] The acceleration program in question is a learning system that is more focused on accelerating the achievement of mastery of the material effectively and efficiently within an unlimited period of time. Students who quickly master the material will be given new material and so on. The learning process uses

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[12] Fahrudin Fahrudin, Endis Firdaus, dan Alhadi Shafiyullah, "UPAYA GURU PENDIDIKAN AGAMA ISLAM DALAM MENINGKATKAN BUDAYA RELIGIUS DI SMPN 44 BANDUNG," *TARBAWY : Indonesian Journal of Islamic Education* 7, no. 2 (27 November 2020): 126–39, https://doi.org/10.17509/t.v7i2.26312.

[13] Maskuri Bakri, "Implementasi Pendidikan Inklusi Dalam Membangun Mental Toleran Berbasis Pendidikan Agama Islam Di Sekolah Dasar Negeri 06 Malang," *FIKROTUNA* 12, no. 02 (30 Desember 2020), https://doi.org/10.32806/jf.v12i02.4167.

[14] Uswatun Chasanah, Majidatun Ahmala, dan Moh Isbir, "Model Penguatan Pendidikan Karakter Berbasis Kepramukaan Bagi Peserta Didik Berkebutuhan Khusus Di Madrasah Ibtidaiyah Al-Hidayah Margorejo Surabaya," *FIKROTUNA* 12, no. 02 (30 Desember 2020), https://doi.org/10.32806/jf.v12i02.4168.

[15] Ach Sayyi dan Moh Laili, "Implementasi Hasil Belajar PAI Dalam Lingkungan Keluarga Di Desa Kertagena Tengah Kecamatan Kadur Pamekasan," *FIKROTUNA* 10, no. 02 (30 Desember 2019): 1232–42, https://doi.org/10.32806/jf.v10i02.3761.

[16] Justina Endang Kartini dan Bambang Ismanto, "MANAJEMEN PROGRAM AKSELERASI DI SMP PL DOMENICO SAVIO SEMARANG," *Kelola: Jurnal Manajemen Pendidikan* 2, no. 1 (7 Juni 2015): 12–21, https://doi.org/10.24246/j.jk.2015.v2.i1.p12-21.

a variety of methods so that students can read the kitab kuning more quickly.[17] Thus the speed of students in completing all the programs provided will vary depending on the cognitive abilities of each student.

Colgado in kompri, said that basically the word acceleration refers to a service provided (*service delivery*) and the curriculum provided (*curriculum delivery*).[18] Acceleration can also be interpreted as a model of leaps in learning. This means that every student/santri who has a stronger level of intelligence than the others, can do a higher program than the other students. In addition, acceleration as a curriculum model means that the acceleration program can accelerate the completion of teaching materials given to students faster than the time normally required.[19] The consequence of this meaning is that children who have an aptitude for a particular subject will finish teaching materials more quickly, in a shorter time span than others.

The implementation of the acceleration program management is all the efforts of teachers and administrators directed at creating an active, creative, effective, and fun learning environment and atmosphere so as to increase students' learning motivation. In this regard, accelerated program educators should also pay attention to material that is in accordance with their educational background, understand the acceleration program, and have general personality characteristics. An accelerated program teacher must have a cooperative and democratic attitude, be flexible and have a sense of humor, be able to create a positive social environment, and make students excited, open, and ready to learn. In addition, teachers can arouse curiosity and involve them totally in their learning.[20]

The acceleration program at Maktab Nubdzatul Bayan Islamic Boarding School Mambaul Ulum Sampang is devoted to accelerating reading of the kitab kuning which is the hallmark of pesantren or traditional educational institutions in Indonesia. This acceleration program is even very decisive in achieving the results or not of learning in an educational institution. The acceleration programs in question can be classified into 5 stages as follows;

Fan Mubtadi

Fan Mubtadi is a program that is specifically given to students aged 4-7 years. Children at that age generally still cannot read and write or are still not fluent in reading the

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[17] Maimun bin Nawawi, "STUDI PROGRAM AKSELERASI PRAKOM DALAM MENINGKATKAN KETERAMPILAN MEMBACA SANTRI DI PONDOK PESANTREN MAMBAUL ULUM BATA-BATA PANAAN PAMEKASAN," *TADRIS: Jurnal Pendidikan Islam* 12, no. 1 (13 Juli 2017): 1–19, https://doi.org/10.19105/tjpi.v12i1.1065.
[18] Basuki Basuki, "IMPLEMENTASI PROGRAM AKSELERASI (STUDI KASUS) DI SD MUHAMMADIYAH SAPEN YOGYAKARTA," *Jurnal Akuntabilitas Manajemen Pendidikan* 4, no. 1 (29 April 2016): 47–62, https://doi.org/10.21831/amp.v4i1.8198.
[19] Kartini dan Ismanto, "MANAJEMEN PROGRAM AKSELERASI DI SMP PL DOMENICO SAVIO SEMARANG."
[20] Zubairi Baqir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

Qur'an and its tajwid. Meanwhile, students who are relatively small and students who still cannot read at all or cannot write will be placed in Pre-Mubtadi using a special method. Meanwhile, those who already have basic reading and writing will be included in Fan Nubtadi to learn together about reading the Qur'an and its tajwid.[21]

Intelligence or intelligence can be influenced by three factors including heridity innate factors, nutritional factors and environmental environmental factors.[22] This means that a child may have inherited the intended potential so that a child with high intelligence may be included in the accelerated class. Acceleration is a way of handling supernormal children by allowing them to jump levels or complete regular programs in a shorter period of time. The implementation of an acceleration program for students who have extraordinary abilities and intelligence is one of the relevant alternatives.[23] This is because students who have extraordinary abilities and intelligence have learning speed and motivation to learn above the speed and motivation of other students.

Fan Nubdzatul Bayan

Fan Nubdzatul Bayan or the kitab kuning reading acceleration program is the core program of the acceleration program at Maktuba Mambaul Ulum Bira Timur with the main material being the *Nubdzatul Bayan* book which is organized into several chapters/volumes, namely 1-6. This book is an *ikhtishor*/summary of the Arabic grammatical disciplines of Nahwu and Sharraf. This program is carried out with a special method for underage students so that it is hoped that after the students complete this second program, the students can know and understand the structures of Arabic grammatical science so that it can help them in carrying out the next acceleration program.[24]

This acceleration program is essentially an effort so that the implementation of the learning carried out is successful and in accordance with the targets to be achieved, either in the form of a target time for completion of the kitab kuning learning program, or the target of learning materials in the form of the book "*Nubdzhatul Bayan*" which is specially prepared for students. small or beginners accelerated program to read the kitab kuning.

The kitab kuning reading acceleration program is implemented by focusing the concentration of students or students by forming study groups consisting of 7-12 students in one supervisor. This kitab kuning reading acceleration program is only for small students and beginners in studying and understanding Islamic religious books or sciences, because

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[21] Suhrawardi Hafidz, Pengelolaan Program Akselerasi Baca Kitab Kuning, 15 Maret 2021.

[22] Novan Ardy Wiyani, Ismi Nurprastika, dan Ahmad Sahnan, "Aktualisasi Kecerdasan Interpersonal Kepala Sekolah dalam Pengembangan Mutu Pendidikan," *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar* 3, no. 2 (12 Desember 2020): 101–14, https://doi.org/10.21831/didaktika.v3i2.34677.

[23] Syaeful Rokim, *Akselerasi Pembelajaran Tahfiz Pada Lembaga Pendidikan Alquran: Studi Di Pondok Pesantren Wadi Mubarak Bogor* (Sekolah Pascasarjana UIN Syarif Hidayatullah Jakarta, 2020), https://repository.uinjkt.ac.id/dspace/handle/123456789/52631.

[24] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning, 20 Maret 2021.

students who are older than that, they are afraid that they will not be optimal, because from a psychological perspective they are almost entering their teens. so that they are somewhat aware of the surrounding conditions, if so, it will be very easy for them to violate the rules that have been applied and in the end they will hinder the implementation of this acceleration program.[25]

As stated by Rosjidan that a teacher needs to understand the psychology of students, this is because the education carried out can be successful and efficient.[26] In line with what was expressed by Melly Budhiman, a child psychiatrist in Alim, that intelligence or intelligence can be influenced by three factors including heridity innate factors, nutritional factors and environmental environmental factors.[27]

So the implementation of the kitab kuning reading acceleration program in Maktuba is carried out in groups with the aim of creating learning groups that complement each other and influence each other in a more positive direction, the group consists of a maximum of ten students from one level or one volume and a mentor and lives in one room including the guide. When they are not able to understand and complete the volumes within the specified time period, then they will be revealed again to the previous volume.[28]

After the *Nubdzhatul Bayan* book is finished, it will be continued with the *Takmilatul Bayan* book which is targeted for thirty days and a maximum of up to three months. After that, proceed to Practices I and II which are devoted to the maturation of reading the kitab kuning, so that the material used in this case is all the material that has been studied, starting from the lowest level to the last. This needs to be done in preparation for I'lan Graduation or graduation and this program requires a long period of time up to three months or more.[29] A student can be declared eligible to take part in the graduation or graduation I'lan procession if they have passed the final test held at this pesantren.

Fan Faraidl

Fan Faraidl is the first follow-up fan at *At-Takhassus* (Islamic study program) which has been provided and structured in a structured manner for students who have completed the Maktuba core program, namely Fan *Nubdzatul Bayan* with real evidence recorded as a participant in Fan graduation I'lan.[30] In this program, students are emphasized on mastering the science of inheritance both in theory and in practice, while there are two books that are used as references to pour the material, namely; *kholashotul kalam* and *nadzmur rohbiyah.*

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[25] Suhrawardi Hafidz, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[26] Rokim, *Akselerasi Pembelajaran Tahfiz Pada Lembaga Pendidikan Alquran*.
[27] Rokim.
[28] Syafie Ma'arif, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[29] Nurus Salam, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[30] Suhrawardi Hafidz, Pengelolaan Program Akselerasi Baca Kitab Kuning.

The acceleration program will make gifted children master a lot of content in a fairly short period of time.[31] Therefore, in this program, students are emphasized on mastering the science of inheritance both in theory and in practice, while the book of this program consists of two books as a special guide (*khullashotul kalam & Nadzmur Rohbiyah*) and the arguments of the Qur'an and the propositions of the hadith as a reference source.[32] This program also focuses on memorizing, understanding and mastering the material from the two books thoroughly with the time limits that have been determined as the graduation target.[33] Thus, the completeness of graduation depends on the speed of the students in absorbing the lesson.

Fan arudl

Fan Arudl is a fan who focuses on studying Arabic poetry by using a special handbook, and is also guided by an asatidz/supervisor who is specialized in the program. While the book that is used as a guide is the book of *Mukhtashor Syafi* which is then added to *Nadzmun Nubdza*, a book written by KH. Abd. Majid Bata-Bata which is designed as a teaching aid during evaluation or demonstration.[34]

The acceleration program should be carried out for children who have supernormal characteristics, or in the sense of children who have certain talents in the aspect of science. The program given can be done by jumping or completing a regular program with a shorter time span than regular students.[35] This is of course very relevant to the kitab kuning reading acceleration program implemented by this pesantren where students are given various acceleration programs that vary depending on the level of cognition and abilities that exist in each student..

Fan Arudl are specifically guided by asatidz/supervisors who are already competent in the field of arudl science. The book of *Mukhtashor Syafi & Nadzmun Nubdza* is used as a reference center and evaluation material. This program requires prime time to train students to memorize, understand, and master the fan both materially and practically. The level of success of each student is not the same, because they proceed according to their respective intelligence so that some days they jump, completing this program in a very short time, but also have to pass the *I'lan* graduation as a sign of graduation.

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[31] Kartini dan Ismanto, "MANAJEMEN PROGRAM AKSELERASI DI SMP PL DOMENICO SAVIO SEMARANG."

[32] Syafie Ma'arif, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[33] Imaniyatul Fithriyah, "Model Bimbingan Konseling Islam Dalam Membentuk Karakter Sufistik Santri Era Revolusi Industri Generasi Keempat," *FIKROTUNA* 9, no. 1 (13 Agustus 2019): 1194–1215, https://doi.org/10.32806/jf.v9i2.3491.

[34] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[35] Difa'ul Husna dkk., "Acceleration Program for Intellectually Gifted Children: Analysis of the Impact of Social and Emotional Development," *Islam in World Perspectives Symposium* 1, no. 1 (31 Desember 2020): 177–82, https://doi.org/10.26555/iwos.v1i1.5680.

Fan Balaghah

Fan Balaghah is one of a series of levels from the *Takhassus* Islamic study program with the same system, where this program can only be taken by students who have completed the previous levels, namely fan arudl. However, this program is divided into two stages. *First*, using the *Husnush Shiyaghah* book as a guide while the stage. *Second*, using the book *Jauharul Maknun*. At these two stages, students who take this program are required to complete the stages by following the graduation *I'lan* as a sign of graduation and then being allowed to continue on to the next stage.

Colagado in kompri said that the acceleration program is essentially very beneficial for children who have great talent so that they can complete studies and programs in a fairly short time span.[36] Therefore, this fan balaghah is one of a series of levels of the *takhassus* program with the same system, in which this program can only be taken by students who have completed the previous level, namely *fan arudl*. This program is divided into two stages. The first stage is to use the *Husnush Shiyaghah* book as a guide while the second stage is to use the *Jauharul Maknun* book.[37]

The advantage of the acceleration program is that children who have great talent will be able to master teaching materials in a short period of time. In addition, a gifted child will be very happy for the achievements he has achieved because he feels that these achievements are pride for the hard work he has done.[38]

At that second stage, students who take this program are required to complete the stages by following the *I'lan* graduation ceremony as a sign of graduation and then they are allowed to continue to the next stage.[39] This program is still not final/or full-fledged fan because there are still further fan announced by the management, such as fiqh proposals and so on..

All acceleration programs implemented in Maktuba focus on children who are formed in study groups consisting of a supervisor with a maximum of ten students, which in general education are known as rombel (study groups). So then they with their mentors are placed in one room or room, it is hoped that the students are easy to supervise and guide in order to achieve a learning concept that is planned to run effectively and efficiently..

Acceleration Program Management

The management of reading the kitab kuning at Maktab Nubdhatul Bayan is implemented by developing the basic concepts of management as formulated by

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[36] Ahmad Zeni dan Aan Komariah, "Acceleration Program Management Model in Elementary School," 2020, https://doi.org/10.2991/assehr.k.200130.179.

[37] Zubairi Baqir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[38] Husna dkk., "Acceleration Program for Intellectually Gifted Children."

[39] Gusfitri Gusfitri, "MANAJEMEN PEMBELAJARAN PROGRAM AKSELERASI DALAM PERSPEKTIF PENDIDIKAN ISLAM DI SMP NEGERI 2 KOTA SOLOK," *al-fikrah: Jurnal Manajemen Pendidikan* 2, no. 2 (29 Desember 2016): 125–32, https://doi.org/10.31958/jaf.v2i2.377.

management experts. Experts have basically provided a basic management formulation that the concept of management is essentially a simultaneous process so that each stage cannot be separated from one another. Management is a process that has several stages, namely: 1) planning: 2) organizing: 3) Actuating: and 4) Controlling. This stage is a systemic process in order to achieve certain goals and objectives by utilizing various existing resources.[40] In connection with the findings of researchers at this pesantren, if it is associated with the basic concepts of management as described above, it can be classified into four management processes. The four processes can be described below:

Planning

Basically planning includes things to be done and achieved. Planning must be done before carrying out program activities because planning is carried out in order to identify everything that is needed to obtain effective and efficient activities or programs.[41] The management of the acceleration program at this pesantren takes the same action in terms of planning, where all administrators and persons in charge hold coordination meetings with relevant internal institutions in order to plan the program for a year, including all programs and activities of students.[42]

The planning as described above includes the policies to be implemented, such as; a) policies related to the admission of new students; b) the number of students to be accepted; c) policies regarding the implementation of the new orientation; d) policies regarding the student grouping system: e) policies in providing services to students: f) policies to be taken in order to strengthen the character and discipline of students; g) policies on fostering student activities; h) policies regarding the process and implementation of I'lan Graduation; i) and policies in releasing students to serve in the community.[43]

The principles of the plan must pay attention to the following things;[44] a) Planning must have a clear value orientation. The values covered in the planning can be in the form of religious, cultural, moral values, or a combination of the three. Values that have been stable and clear will be able to lead to the achievement of a more effective and efficient program; b) Planning should be a reality and identify physical or infrastructure availability.

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[40] Ahmad Janan Asifudin, "Manajemen Pendidikan Untuk Pondok Pesantren," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2016): 355–66, https://doi.org/10.14421/manageria.2016.12-10.

[41] Amirudin Amirudin dkk., "Arabic Learning Management at Islamic Boarding Schools in Lampung," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 5, no. 1 (30 Juni 2020): 97–109, https://doi.org/10.24042/tadris.v5i1.5874.

[42] Suhrawardi Hafidz, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[43] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[44] Siswanto Siswanto, "The Quality Management of Islamic Boarding School Based on Information Technology in the 4.0 Industry Era," *Ijtimā'iyya: Journal of Muslim Society Research* 5, no. 1 (27 Maret 2020): 37–46, https://doi.org/10.24090/ijtimaiyya.v5i1.3088.

Planning should be adjusted to the available resources and funds. In terms of resources, both the quantity and quality of people and their supporting equipment must be considered. Planning should not refer to resources that are estimated to be available, but to the resources and funds that are actually available; c) Planning should depart from general goals and be carried out comprehensively. In management education, the planning that is made must be related to planning in other management ideas, the general goals are broken down into specifics. If it can still be broken down into specific goals, these goals are broken down into more detail. such as curriculum planning, infrastructure, public relations, finance, and other fields. The existence of a detailed formulation of general objectives and specific objectives will cause various elements in planning to have high relevance to the objectives to be achieved.[45]

The basic principles of planning applied in the kitab kuning reading acceleration program at Maktab Nubdhatul PP. Mambaul Ulum Bira Timur Sampang is in line with the formulation of the planning principles put forward by the experts above, which must be based on several things as follows; a) planning that is broad in scope and involves the wider community, is decided at the level of the caretakers of the Islamic boarding school, while the asatidz must obey whatever the decision is. This can be seen when planning the establishment of the Nubdhatul Bayan Maktab in 2008.[46] At that time it was only based on the *ijtihad ruhaniyah* of the caregivers of this pesantren, namely through *istikhoroh* which could then be realized properly. The planning is not based on scientific thinking methods such as SWOT analysis by considering strengths, weaknesses, opportunities, and threats/challenges. Then also the considerations made are not based on the availability of infrastructure, but rather on the full confidence of the caregivers that everything will go well; b) planning that is narrow in scope or related to the internal of the pesantren is left to the asatidz and the person in charge based on the values of responsibility, honesty, sincerity, and trust. Thus, the asatidz have the authority to manage cottage programs, including this yellow reading acceleration program; c) the availability of teaching staff and teaching staff which are usually taken into account in formulating plans does not occur in this pesantren.[47] This is only based on a belief that good intentions that existed from the start will pave the way for the realization of a good program.

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[45] Habibullah Abdurrahman dan Nandang Rukanda, "ISLAMIC BOARDING SCHOOL MANAGEMENT IN IMPROVING STUDENT QUALITY (Case Study in the Boarding School of Tahfidzul Qur'an Mifahul Huda Karawang)," *EMPOWERMENT : Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 9, no. 2 (6 Oktober 2020): 190–95, https://doi.org/10.22460/empowerment.v9i2p190-195.1673.

[46] Muhibbur Ridla, Pengelolaan Program Akselerasi Baca Kitab Kuning, 12 Maret 2021.

[47] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

Organizing

Organizing is basically an attempt to involve people associated with a particular program in accordance with their respective capacities and functions within an organization.[48] Basically organizing is a process carried out in order to determine the components and divide these components to each member in an organization so that they can be easily coordinated properly.[49] Therefore, a manager must be able to overcome and eliminate all personal problems that exist within the organization and then consolidate in the organizational environment.[50]

At the organizing stage in the management of the pesantren, this is done by mapping the tasks and determining the names of the administrators who will be assigned to the santri activities. This is very important to do in order to find and determine competent and expert personnel in their fields.[51] Fields that must be filled in by the person in charge, such as; a) the board of directors, chairman of the board, deputy chairman, secretary, treasurer, education, santri, person in charge of fans, environmental health and hygiene, security, public relations, infrastructure, and public services/equipment and so on; b) assignment of ustadz supervisor who will fill in each study group; c) the selection of a board in charge of maintaining security and at the same time dealing with any students who violate discipline; d) the formation of the *I'lan* implementation committee for the graduation of students.[52]

The organizing stage carried out at Maktab Nubdzatul Bayan in application has similarities with the *organizing* formula as described by Siswanto above, that the success of the management pattern applied is largely determined by the satisfaction of existing resources within the organization, so that it is expected to be able to maximize its performance in achieving the target. which have been specified. While the difference between the two lies only in motivation.[53] In addition, the commitment and common determination of all administrators and asatidz to kiai and caregivers is a very decisive element in achieving the targets and success of this acceleration program.[54]

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[48] Maisah, Ahmad Syukri, dan Sungkowo, "LIFE SKILLS PROGRAM MANAGEMENT IN IMPROVING ENTREPRENEURSHIP," *International Journal of Research -GRANTHAALAYAH* 8, no. 3 (31 Maret 2020): 10–21, https://doi.org/10.29121/granthaalayah.v8.i3.2020.119.

[49] Siswanto, "The Quality Management of Islamic Boarding School Based on Information Technology in the 4.0 Industry Era."

[50] Abdurrahman dan Rukanda, "ISLAMIC BOARDING SCHOOL MANAGEMENT IN IMPROVING STUDENT QUALITY (Case Study in the Boarding School of Tahfidzul Qur'an Mifahul Huda Karawang)."

[51] Zubairi Baqir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[52] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

[53] Siswanto, "The Quality Management of Islamic Boarding School Based on Information Technology in the 4.0 Industry Era."

[54] Syafie Ma'arif, Pengelolaan Program Akselerasi Baca Kitab Kuning.

Actuating

Basically, direction is an effort made in order to influence and make people obey a manager. Directing can also include staffing or *staffing* with the aim of encouraging the performance of members of the organization.[55] Thus, direction can be in the form of placing subordinates which are of course based on competence and expertise in their respective fields. In addition, direction can also be in the form of efforts to coordinate and place subordinates in their respective posts.[56]

Actuating is the interpersonal aspect in managing subordinates.[57] This has the aim of achieving goals effectively and efficiently by encouraging subordinates to be able to make a major contribution to the organization. Thus direction involves guiding and leading subordinates.[58]

Placing and selecting staff is not easy. Staffing must be done effectively so it must take into account the following points: a) minority groups; b) women; c) pregnant employees; d) security from sexual temptation; e) elderly employees; f) religion; g) nationality; h) a person with a disability; i) social organization; j) program content and direction; k) less educated group.[59]

Placement of personnel at the Nubdhatul Bayan Maktab through careful consideration. These considerations pay attention to many aspects and are more than just implementing the concepts offered by the researchers above. Various aspects that are taken into consideration in placing the management based on their duties focus more on the following things:

1. Loyalty aspect. All the administrators assigned to this boarding school are assistant teachers/assignments from the Mambaul Ulum Bata-Bata Pamekasan Islamic Boarding School and some of the students are active in this Islamic boarding school or are already alumni. Meanwhile, those who become mentors are students who are still active, and some of those who are on the board of trustees and administrators of PR and SARPRAS are already alumni.[60] With a recruitment system like this, it can be ensured that the human resources in this pesantren have high loyalty, so they can be

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[55] Athoillah Islamy dan Saihu Saihu, "THE EFFECTIVENESS OF MANAGEMENT IN JAM'IYYAH ISLAMIYYAH ISLAMIC BOARDING SCHOOL, SOUTH TANGERANG: A BALANCED SCORECARD APPROACH," *Penamas* 34, no. 1 (30 Juni 2021): 109–26, https://doi.org/10.31330/penamas.v34i1.424.

[56] Abdurrahman dan Rukanda, "ISLAMIC BOARDING SCHOOL MANAGEMENT IN IMPROVING STUDENT QUALITY (Case Study in the Boarding School of Tahfidzul Qur'an Mifahul Huda Karawang)."

[57] Maisah, Syukri, dan Sungkowo, "LIFE SKILLS PROGRAM MANAGEMENT IN IMPROVING ENTREPRENEURSHIP."

[58] Asep Abdul Aziz dkk., "The Potential of Islamic Boarding Schools and Their Effort of Development and Fostering at Pesantren Persatuan Islam 1-2 Bandung)," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 6, no. 2 (25 Juni 2021): 352–71, https://doi.org/10.31851/jmksp.v6i2.5721.

[59] Siswanto, "The Quality Management of Islamic Boarding School Based on Information Technology in the 4.0 Industry Era."

[60] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.

easily coordinated and are expected to have a sense of care and loyalty to this institution.[61]

2. Integrity aspect. This aspect is basically the main consideration in selecting and determining the ranks of the board of directors and supervisors. This is done based on the awareness that the aspect of integrity will determine the success of a program. Patience, sincerity, trust, and responsibility are the main considerations in choosing the management of this institution. High integrity is expected to provide attitudes and a sense of responsibility towards work so that their work in protecting young students can be carried out very well.[62]

3. Academic competence aspects. This aspect is related to the mastery of Nahwu, Sarrof, and other sciences that are related to how to make students able to read the kitab kuning well.[63] In this case the group supervisors were selected based on their achievements in the kitab kuning field. In addition, some supervisors are also given the responsibility to guide students at the takhassus levels I. II, and III where at this stage more and more mastery is needed because the discussions are getting sharper, and students at this stage exceed the others in terms of cognition.[64]

4. Aspects of Social Competence. This aspect relates to the ability to work in a team. This aspect is important to be owned by a supervisor because what they will teach are students who are still categorized as teenagers. In addition, organizing competence is also needed to conduct group guidance effectively.[65] Thus, it is hoped that students who take part in this acceleration program can feel at home and comfortable because they have received good service from the administrators at this Islamic boarding school.

Controlling

Supervision has the same meaning as controlling. This stage has a function to identify the level of organizational success based on the planning carried out at the beginning.[66] In addition, supervision is not only related to effectiveness but also includes the level of efficiency in the programs made. While the urgency of supervision can be used as a consideration to determine policies that will be carried out in the future.[67]

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[61] Nurus Salam, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[62] Zubairi Baqir, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[63] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[64] Suhrawardi Hafidz, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[65] Syafie Ma'arif, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[66] Siswanto, "The Quality Management of Islamic Boarding School Based on Information Technology in the 4.0 Industry Era."
[67] Amirudin dkk., "Arabic Learning Management at Islamic Boarding Schools in Lampung."

Controlling is the process of monitoring activities to ensure that personnel complete tasks as planned and correct any significant deviations. Therefore, supervision is something that must be done in order to control and evaluate a program or activity.[68]

Controlling is controlling what is being achieved, and evaluating ongoing performance.[69] Supervision occupies a very urgent position in the management process that is carried out, it is done to foster the work spirit of each subordinate, especially if it is accompanied by giving awards or rewards to them. In addition, controlling is also important so that it can be used as material for program evaluation and used as consideration for policy making on the progress of the program in the future.

Theoretically, the supervisory system applied in this pesantren is in accordance with the concept recommended by Islamy and Saihu where supervision should be carried out by ensuring that all plans formulated at the beginning can run well so that existing programs can also be used as consideration for policy making. in the next time.[70] The supervisory system carried out in this pesantren is carried out periodically, where supervision is carried out starting from the highest level to the lowest level.[71]

Meanwhile, the evaluation carried out in this pesantren is related to the evaluation of the program activity process, and the evaluation of the results that have been achieved. The evaluation of the process of the kitab kuning reading acceleration program is carried out through meetings which are regularly held every weekend and at the end of the month. Meanwhile, those relating to the evaluation of the results of the program achievements are carried out before the level increase is packaged with the I'lan graduation ceremony (graduation).[72]

Meanwhile, in terms of effectiveness and efficiency, the kitab kuning reading acceleration program implemented in this pesantren is classified as very good. This is when viewed from the basic theory of education management where service delivery must be able to satisfy customers is carried out well by this institution. On the other hand, the purpose of education management as explained by management experts is that basically it is to manage and regulate all kinds of problems that exist in order to achieve an education system that runs in an orderly, effective and efficient manner so that it can achieve certain goals.[73] This has the consequence that a manager must be able to carry out the wheels of

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[68] Mukhsinatul Arifah, Murwatiningsih Murwatiningsih, dan M. Harlanu, "Boarding School Management on Students'™ Character Building in An-Nawawiyyah Islamic Junior High School Rembang," *Educational Management* 8, no. 2 (9 Oktober 2019): 209–13.
[69] Islamy dan Saihu, "THE EFFECTIVENESS OF MANAGEMENT IN JAM'IYYAH ISLAMIYYAH ISLAMIC BOARDING SCHOOL, SOUTH TANGERANG."
[70] Islamy dan Saihu.
[71] Zubairi Baqir, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[72] Kyai Mahfudz Abdul Qadir, Pengelolaan Program Akselerasi Baca Kitab Kuning.
[73] Arifah, Murwatiningsih, dan Harlanu, "Boarding School Management on Students'™ Character Building in An-Nawawiyyah Islamic Junior High School Rembang."

activity in his institution by paying attention to the stages in the management concept properly and intact.

Conclusion

From several explanations of research findings and discussions, it can be concluded that the kitab kuning reading acceleration program at the Mambaul Ulum Islamic boarding school in Bira Timur Sampang consists of five programs that support the kitab kuning reading acceleration, namely; *Fan Mubtadi', Fan Nubdhatul Bayan, Fan Faraidl, Fan Arudl and Fan Balaghah*. Meanwhile, the management of the kitab kuning reading acceleration program is carried out through four basic management processes, namely; planning, organizing, selecting and deploying human resources, and monitoring. The four processes are carried out to manage everything in the managerial workflow related to students from the beginning until after the *fan*. The managerial related policies include; determination of quotas for admission of new students, the process of accepting new students, orientation of new students, grouping of students, providing services to students, character building and student discipline, forming student activities, determining *I'lan* graduation fans, and releasing students to serve the community.

The implementation of the management process at Maktuba Mambaul Ulum Bira Timur is not only based on conceptual theoretical considerations, but also based on *ijtihad ruhaniyah* through istikhoroh prayers, and the firm belief of the caretakers of the cottage that the program to be carried out will run well. The principles that are held in carrying out the responsibilities given are sincerity, obedience, honesty, togetherness, determination, loyalty, integrity, trustworthiness and the ability of a person to work in a team, before he is trusted to be the administrator.

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