

The Contribution of Pesantren Kilat Program to Students' Religious Knowledge and Behaviors at Elementary School

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ABSTRACT

In the context of modernization and globalization, elementary school students face challenges in preserving their understanding and practice of religious values amid the influence of external cultures. The Pesantren Kilat program at Alam Qurani Elementary School (SD) is designed as an effective solution to strengthen students' religious knowledge and cultivate Islamic behavior from an early age. The program aims to deepen students' understanding of Islamic teachings and assist them in applying moral values in their daily lives. This study examines how the Pesantren Kilat program enhances students' religious knowledge and shapes Islamic behavior at Alam Qurani Elementary School (SD). Adopting a qualitative case study approach, the research explores the role of the program in enriching students' religious understanding and developing their ethics and morality based on Islamic teachings. Data were collected through observation, interviews, and documentation. The findings indicate that the Pesantren Kilat program effectively increases religious knowledge and promotes Islamic behavior in students. The program helps students internalize and apply Islamic values in daily life by integrating theoretical and practical learning. Structured activities such as interactive lessons, worship, and behavior monitoring lead to noticeable improvements in students' religious adherence and social behavior, demonstrating the program's success in fostering spiritual growth and moral development.

Keywords: Pesanten Kilat, Behavior, Religious Education



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INTRODUCTION

The era of globalization has significantly influenced social life, particularly among elementary school students, by providing easy access to information and enabling rapid, broad communication through the Internet (van Laar et al., 2020; Chaka, 2020; Stoian et al., 2022). While this access offers many benefits, it also exposes young students to harmful content, such as pornography, gambling, and fraud, which can negatively impact their character and moral values (Tartari, 2015; Dwivedi et al., 2022; Weir, 2023). The unregulated flow of information often affects students' religious understanding and moral behavior, creating challenges for their spiritual and moral growth (Aggarwal et al., 2023; Kimani, 2024). Data from the Child Protection Commission shows that violations of child protection in schools are still at a very high level. These cases include various forms of violence and bullying, with elementary school students being the most affected group among all levels of education. (Sittichai & Smith, 2015; Handono et al., 2019). These issues underscore the importance of cultivating strong character and religious understanding, as emphasized in the current curriculum, which aims to develop students' religiosity, nationalism, independence, and integrity (Kitching & Gholami, 2023; Farr, 2024). Early religious education prepares children to navigate spiritual challenges as they grow (Adams, 2019; Chi-Kin Lee, 2020; O'Farrell, 2023). In this context, Islamic

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education programs like pesantren kilat provide structured opportunities to counterbalance negative influences, strengthen religious awareness, and instill Islamic values in students from an early age.

Religious education shapes students' moral and ethical character, particularly in faith-based schools. The pesantren kilat program has emerged as an innovative approach to fostering religious understanding and Islamic behavior. Conducted outside regular school hours, it provides an immersive experience in learning Islamic teachings, practicing religious rituals, and embracing moral values (Alabdulhadi & Alkandari, 2024; Shahida, 2024). This intensive program aims to build a strong religious identity and ethics, forming a foundation for students' character development (Nuraini et al., 2021; Rusnilawati et al., 2023). The program emphasizes applying religious principles in daily life, guided by mentors who instill core Islamic values like compassion, humility, and integrity (Mercader et al., 2021). Studies highlight its effectiveness in enhancing religious awareness, increasing students' motivation to worship (Cents-Boonstra et al., 2020; Nelson & Yang, 2022; Aseery, 2023), and revitalizing moral values (Akhlq) (Kavuri-Bauer, 2019; Amin, 2023). However, its long-term impact on students' behavior at school, home, and communities still needs to be explored. This study examines the role of the pesantren kilat program at elementary school (SD) Alam Qurani in enhancing religious understanding and cultivating sustainable Islamic behavior. By addressing these gaps, it seeks to contribute to a deeper understanding of pesantren kilat as a crucial alternative in religious education.

The objective of this research is to evaluate the effectiveness of the pesantren kilat program in strengthening students' religious understanding and shaping their Islamic character, particularly among elementary school students at SD Alam Qurani. By exploring the role of this program, the study aims to provide a clearer understanding of how pesantren kilat can be effectively utilized to instill Islamic values in young students from an early age. The findings of this research are expected to offer several benefits. Theoretically, this study will enrich the literature on Islamic education, particularly regarding implementing pesantren kilat as an alternative method to enhance students' religious awareness and character development. The results can serve as a reference for educators and school administrators in optimizing the program to foster students' religious consciousness and daily practices. Socially, this research contributes to the broader effort of nurturing a generation grounded in solid Islamic values, enabling them to face modern challenges with integrity and a robust Islamic identity.

The findings of this study reveal that the pesantren kilat program at Elementary school plays a significant role in enhancing students' religious knowledge and behavior. The program is designed to deepen students' understanding of worship practices during the holy month of Ramadan. This research examines the program's effectiveness in fostering greater religious awareness among students while addressing immoral behaviors, such as a lack of respect toward peers, teachers, and their environment. The discussion centers on evaluating the extent to which the pesantren kilat program improves students' religious consciousness and promotes moral behavior aligned with Islamic values. By exploring these connections, the study offers valuable insights into the program's effectiveness as a tool for Islamic religious education. Furthermore, the findings provide evidence-based recommendations to enhance the quality of religious education in elementary schools and suggest ways to expand the implementation of this program in similar educational settings.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive method to explore the Pesantren Kita program at the Alam Qurani Elementary School, Leuwisung District, Depok City, West Java. This approach was chosen to examine various aspects of the program's implementation in depth. The research aims to explore the implementation and impact of the pesantren kilat program in fostering students' religious understanding and moral behavior, as highlighted by previous studies on religious education in enhancing character development (Abdillah et al., 2023; Rasmitadila et al., 2023). The data sources for this study include the principal, homeroom teachers, Islamic Education (PAI)

teachers, program committee members, parents, and students, providing a comprehensive perspective on the program's effectiveness.

Data collection techniques include observation, interviews, and documentation, aligning with Creswell's (2014) recommendation for triangulating data in qualitative research to ensure validity. Observations are conducted to gain direct insights into implementing the pesantren kilat program, focusing mainly on activities held on Wednesdays during the program's peak. Structured interviews, guided by a pre-designed interview sheet, are conducted with the principal, homeroom teachers, PAI teachers, program committee members, parents, and selected students to gather their views on the program's contribution to strengthening religious values, echoing the approach used by Lisa et al. (2023) in their study on similar programs. The documentation collected includes the activity rundown, photos of the pesantren kilat implementation, and supporting materials such as student reflections and evaluation reports. This method reflects the practices recommended by Bogdan and Biklen (2007) for effective qualitative data collection. The triangulation of data sources—observation, interviews, and documentation—aims to enhance the study's validity and reliability, offering a holistic understanding of the pesantren kilat program's role in religious education at SD Alam Qurani. These findings are expected to contribute to the broader literature on religious education and inform recommendations for improving and expanding similar programs in other educational contexts (Kavuri-Bauer, 2019; Amin, 2023).

Data analysis uses the theoretical model from Miles, Huberman, and Saldana, involving three stages: data reduction, data display, and conclusion drawing (Mezmir, 2020). Data reduction is done by filtering and simplifying data obtained from interviews, observations, and documentation related to the contribution of the pesantren kilat program to students' religious awareness and Islamic behavior. Data display involves systematically organizing findings on students' understanding of Islamic teachings, the Islamic behaviors formed, and the impact of the pesantren kilat program in the learning context at SD Alam Qurani. Conclusion drawing is done by reviewing field notes and findings. Data validity is ensured through source and technique triangulation (Bans-Akutey & Tiimub, 2021). Source triangulation is conducted by verifying data from various sources, while technique triangulation involves data from interviews, activity observations, and documentation related to the pesantren kilat program.

RESULTS AND DISCUSSION

Results

Pesantren Kilat Activities to Strengthen Students' Religious Knowledge

Based on the results of interviews with the principal, Islamic Religious Education teacher, chairman of the Pesantren Kilat program committee, class coordinator, and several students of SD Alam Qurani, as well as through observation and documentation, it is known that the Pesantren Kilat program at Elementary school is a well-structured and inseparable part of the school's efforts to improve religious understanding and character development of students. This program is carefully planned and implemented to give students a deeper understanding of Islamic teachings, spiritual practices, and moral values. Through a series of organized activities, this program aims to foster a sense of religious awareness, strengthen their relationship with Islamic principles, and foster behavior that reflects strong ethical and social responsibility. The results of observations show a collaborative effort from the school community to create exciting and meaningful experiences for students so that the program's objectives can be achieved effectively. Here are some of the activities, namely:

Table 1. Strengthening Student Religious Knowledge Material

No	Pesantren Kilat Activities	Expected Outcomes
1	MABIT Activities (Faith and Piety Development Night) for Students.	MABIT activities deepen students' faith and holiness through worship, including congregational prayers, dhikr, and collective prayers, while reinforcing their understanding of Islamic aqidah as a foundation for daily life.

2	Understanding of Worship (Shalat, Fasting, Zakat) for Students.	Understanding worship aims to teach students proper salat, fasting, and zakat practices while fostering discipline, patience, gratitude, empathy, and social responsibility, enabling them to internalize Islamic values in daily life.
3	Formation of noble morals in students.	The cultivation of noble character in students involves instilling Islamic moral values, such as honesty, responsibility, and empathy, enabling them to apply these values in their daily lives in accordance with Islamic teachings.
4	Delivering Social Material such as Tolerance and Harmony, Cooperation in Daily Life, and Social Responsibility.	Instilling the values of tolerance, cooperation, and social responsibility, so that students are able to respect diversity, work harmoniously, and care for the environment and society.
5	Activities of Breaking the Fast Together, Tarawih Prayer, and Night Islamic Study.	Strengthening togetherness, increasing religious understanding, and getting used to consistent worship. The benefits for students are building solidarity and closeness to Allah SWT.

Based on the activities outlined in the table, the Pesantren Kilat program implemented by the Elementary school is designed to develop students' Islamic character through structured activities. One of the main activities, MABIT (Faith and Piety Development Night), aims to strengthen students' faith and piety through profound spiritual experiences. This activity's success greatly depends on students' active participation and facilitators' ability to create a conducive atmosphere. Understanding worship, such as the proper procedures for salat (prayer), fasting, and zakat (almsgiving), provides a solid foundation for performing acts of worship while instilling Islamic moral values such as discipline, empathy, and responsibility. However, this approach requires direct practice and intensive guidance to ensure that students understand the concepts and apply them consistently.

Activities focusing on developing noble character, such as delivering social material on tolerance and social responsibility, are also relevant in shaping students who respect diversity and uphold solid Islamic values. The success of these activities requires support from the school environment and families, as well as interactive teaching methods such as discussions or simulations. Additionally, communal activities such as breaking the fast together, Tarawih prayers and night Islamic studies effectively strengthen students' religious understanding and solidarity. However, these should be complemented by individual reflection to deepen spiritual benefits. The Pesantren Kilat program at Elementary school demonstrates significant potential in fostering students' Islamic character, but the sustainability of the values imparted requires regular evaluation and a more structured approach to ensure long-term impact.

Student Behavior Development

Based on interviews with the Islamic Education teacher at SD Alam Qurani, it was found that the Pesantren Kilat program is designed to develop students' potential, particularly in terms of akhlaq (morality) and its application in daily life. This program has made a tangible contribution to shaping and strengthening students' religious behavior. One approach to achieve this goal is through pra-mabit activities, which focus on instilling the values of responsibility and honesty. After these values are taught, students are given a questionnaire related to honesty to assess their understanding and evaluate the application of these values in their daily lives. The positive behavioral changes observed in students serve as one of the indicators of the program's success.

In addition, the program includes various religious activities such as congregational prayers, tilawah (Qur'anic recitation), communal iftar (breaking the fast), and Tarawih prayers. Reflection sessions are also held to evaluate students' behavior and formulate steps for improvement, aiming to strengthen their noble character. The program further enriches students' understanding and spirituality by delivering inspirational Islamic stories like the Night of Decree (Lailatul Qadar). Teaching in this program involves teachers or ustadz who provide direct examples of religious behavior, allowing students to learn from real-life role models. With this approach, the Pesantren Kilat program at Elementary school has successfully made a positive impact on shaping students' Islamic character holistically.

Table 2. Student Religious Behavior Development

No	Student Behavior	Description
1	Changes in attitude towards others	Students show positive changes in their attitudes towards peers and teachers, such as speaking more politely, being orderly, and displaying better manners. This reflects the successful internalization of the taught values.
2	Performing worship independently	Students independently perform worship activities beyond the school's guidance, such as obligatory prayers and Sunnah fasting. Although the school organizes Sunnah fasting once a month, some students continue fasting outside the schedule.
3	Habit of praying in congregation	Students regularly perform the Zuhur prayer in congregation at school, and this habit continues at home.
4	Routine of reading the Quran and studying	Students develop a habit of reading the Quran and studying books like Ummi or Iqra both at school and home, monitored through a mutaba'ah sheet and parent assessments.
5	Interest in continuing education at pesantren	Some students express an interest in continuing their education at pesantren, reflecting the program's success in fostering profound and sustainable religious awareness.

The program supports students' moral and religious growth through well-structured activities and consistent school and parental supervision. The school utilizes a rutabaga sheet to track students' religious behavior at home, which records daily religious activities such as performing obligatory prayers, reading the Quran, and studying Ummi or Iqra books. Parents play a critical role in evaluating the development of positive behaviors in their children following their participation in the pesantren kilat program. This evaluation helps ensure that behavioral changes are evident within the school environment and at home. Furthermore, this study provides new insights into the effectiveness of the pesantren kilat program in instilling religious values, enabling students to independently perform worship activities like prayers and Sunnah fasting without external prompts. Observations confirm that the program has significantly enhanced students' moral character and encouraged independent religious practices at school and in their home environment.

Measurable Changes in Daily Habits

The findings indicate that the Pesantren Ramadhan program at Elementary school prioritizes systematic supervision and evaluation to assess its effectiveness. This process involves comparing assessment results before and after the program's implementation. An initial evaluation measures students' knowledge of program-related topics, followed by a post-program assessment through written tests covering critical materials, such as fasting and Idul Fitri. Practical assessments are also included, requiring students to demonstrate the correct method of performing the Idul Fitri prayer, which the Qur'an or Islamic education teachers evaluate.

In addition to academic evaluations, daily monitoring of students' behavior is conducted to identify positive changes in their attitudes toward peers, teachers, parents, and others, reflecting the values instilled through the program. The assessment results show a significant score increase, indicating that the program has successfully enhanced students' religious knowledge. Moreover, qualitative observations highlight improvements in students' behaviors, attitudes, and active participation in religious activities, providing further evidence of the program's impact on character development. Notably, students' manners toward teachers have significantly improved, underscoring the program's success in fostering moral and behavioral growth.

Table 3. Measurable Changes in Students' Daily Habits

No	Student Behavior	Description
1	Improvement in evaluation scores	There is an above-average score increase in written tests covering topics such as fasting and Idul Fitri, indicating enhanced religious knowledge among students after the program.

2	Changes in students' attitudes toward teachers	Students have become more polite and respectful toward teachers, for example, by greeting, kissing the teacher's hand, and offering salams without hesitation or shyness.
3	More consistent worship habits	Students have become more consistent in performing prayers, such as Subuh and Tahajjud, monitored through video calls with teachers and parents.
4	Behavioral changes in daily interactions	Students exhibit more positive attitudes toward peers, teachers, and family, reflecting values learned during the program, such as honesty, discipline, and responsibility.

The school gathers feedback from students, teachers, and parents to continuously enhance the program's quality by involving parents in monitoring students' worship activities at home. Video calls are conducted at dawn for students in grades 1–3 to ensure they properly perform their prayers. Meanwhile, students in grades 4–6 must make video calls during tahajjud as part of their spiritual development following the pesantren kilat program. A parent shared that they observed significant improvements in their child's religious knowledge and behavior after participating in the program, highlighting its value in broadening their child's understanding and experience of Islam. Parental involvement plays a crucial role in the program's success, as family reinforcement helps amplify the positive impact of the pesantren kilat activities. The program's structured design and strong emphasis on character development effectively foster spiritual awareness and ethical responsibility in students. This holistic approach ensures that the values and practices instilled during the program continue to guide students as they grow.

Discussion

Improving Students' Religious Knowledge Through Pesantren Kilat Activities

The four-day Pesantren Kilat program integrates theoretical lessons, practical activities, and hands-on experiences designed to deepen students' understanding of Ramadan-related worship and promote the internalization of Islamic teachings. A central focus of the program is to provide students with a comprehensive understanding of the worship practices associated with the holy month of Ramadan (Siri et al., 2020). This experiential approach reinforces their understanding and strengthens their sense of social responsibility and empathy for others (Torney-Purta, 2021). By linking religious teachings to real-world challenges, the program enables students to apply Islamic values daily (Rohmah et al., 2018). The pre-mabit session is vital in shaping students' understanding of essential Islamic practices, such as zakat fitrah, zakat maal, and the Eid al-Fitr prayer. The program successfully reinforces these concepts through lessons, practical applications, and interactive learning experiences. The involvement of Islamic Education (PAI) teachers in delivering the material deepens students' knowledge, especially for sixth graders revisiting these topics. The relaxed environment and varied teaching methods, including ice-breaking activities and critical thinking exercises, encourage deeper engagement with the material.

A vital element of the program's success is its interactive and participatory teaching methods, which foster active student involvement. This ensures that students are passive listeners and engaged learners who internalize religious practices. Activities like question-and-answer sessions, discussions, and real-life applications of zakat fitrah encourage students to think critically about how these practices connect to their everyday lives. A problem-solving approach, especially on honesty, helps students confront daily challenges with integrity and honesty (Yadav et al., 2018; James et al., 2024). Through these interactive discussions, students learn to articulate their thoughts, appreciate diverse perspectives, and develop respect for others' ideas—critical components for moral and intellectual growth (Aiken et al., 2005). As a result, students improve their communication and critical thinking abilities (Adela & Ritonga, 2023). The Pesantren Kilat program not only enables students to perform religious rituals like fasting, zakat, and the Eid prayer but also helps them understand the more profound spiritual significance of these practices.

The findings show that the program strengthens students' Islamic identity by allowing them to engage with these rituals meaningfully. Exposure to the spiritual depth of Ramadan rituals fosters

empathy, compassion, and social responsibility—values central to Islam. Students with solid religious knowledge tend to be more consistent in their worship and understand the significance behind these practices (Mulawarman et al., 2023). A deep understanding of religious teachings enhances students' reverence and spiritual closeness to God. Overall, the Pesantren Kilat program at Elementary school is highly effective in enhancing students' religious knowledge and developing their Islamic identity. The combination of theoretical and practical learning, along with interactive teaching methods, helps students understand and apply religious principles in their everyday lives. The success of this program demonstrates its positive impact on students' religious education, particularly during Ramadan.

The Pesantren Kilat program at Elementary school has shown positive results in enhancing students' religious understanding and shaping their religious character. Combining theory and practice through activities such as congregational prayers, tilawah, and the application of zakat has proven effective. However, it is essential to ensure that students focus on ritual practices and have a deep conceptual understanding of the underlying religious values. The reflection sessions to evaluate students' behavior are important, but to be more effective, students need more time to internalize these religious values gradually. Long-term evaluations of students' behavioral changes, both at school and at home, would provide a more accurate picture of the program's impact.

Parental involvement in monitoring students' religious development is vital, but this involvement should not be limited to just monitoring worship practices. Parents should also be engaged in understanding and supporting the values being taught to their children, strengthening the synergy between school and family in fostering students' religious character. Although the immediate results for students are positive, further research is needed to assess the long-term impact of the Pesantren Kilat program. The changes in students' religious character should be measurable not only during the program but also in the long term after its completion. It is also crucial to balance students' academic and spiritual development, as both are essential for their growth. Therefore, integrating religious education with academic subjects should be carefully considered to avoid any imbalance affecting students' academic progress.

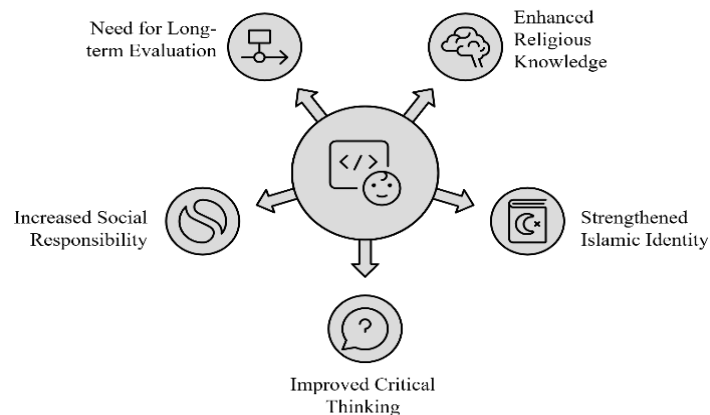


Figure 1. Outcomes of Pesantren Kilat Program

The diagram illustrates a comprehensive educational or developmental framework integrating intellectual, social, and spiritual growth. At its core, the process emphasizes enhancing religious knowledge, strengthening Islamic identity, improving critical thinking, increasing social responsibility, and recognizing the need for long-term evaluation. Enhancing religious knowledge fosters a deeper understanding of faith while reinforcing Islamic identity and nurturing a sense of cultural and spiritual belonging. Improved critical thinking equips individuals with the ability to analyze and solve complex problems, and increased social responsibility cultivates a solid ethical foundation and a commitment to contributing positively to society. Including long-term evaluation highlights the importance of sustained monitoring to ensure the effectiveness and sustainability of this model. Together, these outcomes create a balanced and holistic approach to education aimed at developing individuals who are knowledgeable and skilled, socially conscious and spiritually

grounded, capable of addressing contemporary challenges while maintaining their values and contributing to the betterment of their communities.

Positive Student Behavior Development through Pesantren Kilat

The pesantren kilat program at Elementary school emphasizes the reinforcement of religious teachings and the development of student's character, enabling them to practice Islamic values daily (Jenuri et al., 2024). This program has significantly contributed to the behavioral development of students, particularly in instilling positive religious values and reinforcing good character. Through its structured activities, the program aims to cultivate akhlaq (morality) in students, ensuring that they internalize and apply these values in their daily lives. Character development is a crucial element of this program, as students are encouraged to internalize Islamic values such as honesty, respect, and responsibility (Metcalf & Moulin-Stožek, 2020; Metcalf et al., 2023). In addition to emphasizing values such as responsibility and honesty, first introduced during the pre-orbit phase, habit also plays a crucial role in behavioral development. In the pesantren kilat context, mabit includes overnight activities filled with religious activities such as qiyamul lail (night prayer), Qur'an recitation, and Islamic studies (Kallia et al., 2021; Nhiry et al., 2023). Mabit is the culmination of the pesantren kilat activities, aiming to instill worship habits and deepen students' connection to Allah SWT (Nilsson, 2024; Cui, 2024; Açıl et al., 2024). By encouraging students to engage in these acts of worship during the stillness of the night, mabit offers a unique opportunity for self-reflection, spiritual rejuvenation, and a closer relationship with their Creator. The benefits of mabit extend beyond personal spirituality. These sessions enhance students' understanding of religious teachings, reinforce their Islamic character, and encourage consistent worship practices. This structured immersion in Islamic values creates a foundation for ethical behavior and spiritual consciousness that students can carry into their daily lives, helping them become more mindful and committed Muslims. Moreover, through the camaraderie in mabit, students also learn the values of togetherness, mutual respect, and cooperation in an Islamic setting (Stevens & Van Houtte, 2011; Honey & Carrasco, 2023).

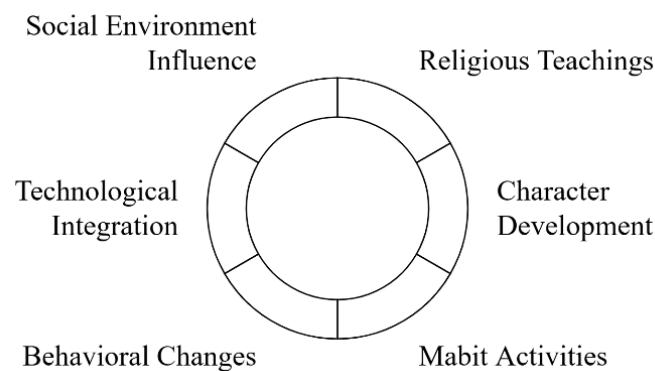


Figure 2. Student Behavior Development in Pesantren Kilat

Through initiatives like these, pesantren kilat reinforces the importance of living by Islamic values during Ramadan and throughout the year, instilling lifelong habits that contribute to students' spiritual growth and moral resilience (Gamage et al., 2021; Espinosa & Gonzalez, 2023). Notably, students have shown improved attitudes towards others, demonstrating excellent politeness, manners, and orderliness. Furthermore, students have demonstrated increased religious independence, with many engaging in regular worship, such as performing obligatory prayers and Sunnah fasting, without relying on the school's direct instructions. This shift towards self-sufficiency in worship indicates that the pesantren kilat program effectively fosters long-term behavioral changes in students. Islamic religious education is a foundational education with a substantial role in improving national education quality, as it shapes students' attitudes and behavior (Rolando et al., 2024). This view is supported by the findings of this study, which show how the pesantren kilat program at elementary school effectively shapes and strengthens students' religious behavior at school and home. Students observe and emulate the good

behavior of the teachers, who serve as behavioral models (Echelmeyer et al., 2024). The social environment, including family and peers, influences students' religious behavior (Bensaid, 2021). Support from a positive social environment strengthens students' commitment to Islamic teachings. The monitoring of students' religious behavior, through tools like the mutaba'ah sheet and parental assessments, ensures that these positive behaviors extend beyond the school environment and into students' home lives.

By incorporating technology, the program helps monitor students' worship habits and fosters disciplined routines beyond the school environment. This approach reinforces the importance of self-accountability in their spiritual journey, motivating students to internalize Islamic teachings and practice them daily. Such consistent religious practices cultivate lifelong habits and encourage students to view worship as integral to their identity. Another key finding is the increased interest among some students in continuing their religious education at Pesantren. This reflects the program's success in strengthening students' religious knowledge and inspiring them to pursue further spiritual growth. Strengthening students' Islamic behavior is crucial in forming a generation that is intellectually intelligent and strong in faith and piety (Wagio, 2023). With assertive Islamic behavior, students will have a solid moral foundation, maintained worship habits, and the ability to face various life challenges wisely (Alirahman et al., 2023). The pesantren kilat program at Elementary school significantly strengthens students' religious knowledge. The program deepens students' understanding of Islamic teachings. It fosters a solid spiritual and moral foundation, preparing them to embody Islamic values confidently and compassionately in every aspect of their lives. Overall, the behavioral development observed in students through the pesantren kilat program highlights its effectiveness in shaping and reinforcing positive religious practices, moral behavior, and spiritual growth within and in students' home environments.

Measurable Changes in Daily Habits After Pesantren Kilat

A comparison of pre and post-program evaluations reveals improvements in academic performance and behavioral practices, providing insight into the program's impact on students' spiritual and moral development (Mohebi et al., 2023; Lim, 2024). One of the key findings of this study is the significant increase in students' evaluation scores, particularly in topics such as fasting and Idul Fitri. These results suggest that the pesantren kilat program has effectively enhanced students' understanding of critical religious practices, as evidenced by above-average score improvements in written tests. This academic progress reflects the program's success in imparting theoretical knowledge, reinforcing the importance of religious education in shaping students' cognitive and spiritual development. Another important outcome is the observable shift in students' attitudes toward their teachers. The program has markedly improved students' politeness and respect, such as greeting their teachers, kissing their hands, and offering salams without hesitation. This behavioral change suggests that the pesantren kilat program focuses on academic knowledge and character development. By instilling values of respect and reverence for educators, the program fosters an environment of mutual respect and emotional connection between students and teachers, which is essential for nurturing a positive learning atmosphere (Rachmadtullah et al., 2020; Pribadi, 2022).

The program has also significantly impacted students' worship habits, with many demonstrating more consistency in performing daily prayers, including Subuh and Tahajjud. Using video calls between teachers, students, and parents to monitor these worship activities highlights the program's effectiveness in reinforcing religious practices outside the school environment. This consistency in worship indicates that the pesantren kilat program has helped students internalize the habit of regular prayer, fostering spiritual discipline and self-accountability (Muhdi et al., 2023; Rohimah et al., 2023). In addition to improving worship practices, students have shown more positive attitudes toward their peers, teachers, and family members. This behavioral transformation reflects the values learned during the program, such as honesty, discipline, and responsibility. The program has instilled a sense of moral responsibility in students, encouraging them to apply these values in their everyday interactions (Wang et al., 2021; Mohammed et al., 2024). These changes demonstrate that the

program has been successful not only in enhancing religious knowledge but also in shaping students' character, which is essential for their personal and social development.

Parental feedback further reinforces the positive changes in students' religious knowledge and behavior (Darling-Hammond et al., 2019). Parents have reported significant improvements in their children's understanding of Islam and daily habits. One parent mentioned that the program provided a broader experience and understanding of Islam, which has positively impacted their child's behavior at home. This feedback highlights the importance of family involvement in reinforcing the values learned at school. The program's integration of parents into the monitoring process through activities like video calls to check students' prayer habits strengthens the partnership between home and school, ensuring that students continue practicing what they learn in a supportive environment. The measurable changes observed in students' daily habits post-pesantren kilat testify to the program's effectiveness in fostering spiritual and moral growth. By combining academic instruction with character development, the program has successfully promoted a comprehensive approach to education that cultivates lifelong habits of religious devotion, ethical behavior, and social responsibility. The program's emphasis on systematic evaluation, parental involvement, and consistent follow-up activities ensures that the positive impacts extend beyond the school environment, contributing to students' continued growth and development as individuals committed to upholding Islamic values. This evaluation process not only helps assess the program's effectiveness but also allows educators to adjust the program to address specific learning needs and areas where students may need further guidance (Cohen et al., 2020; Widodo, 2021; Jonsson et al., 2024).

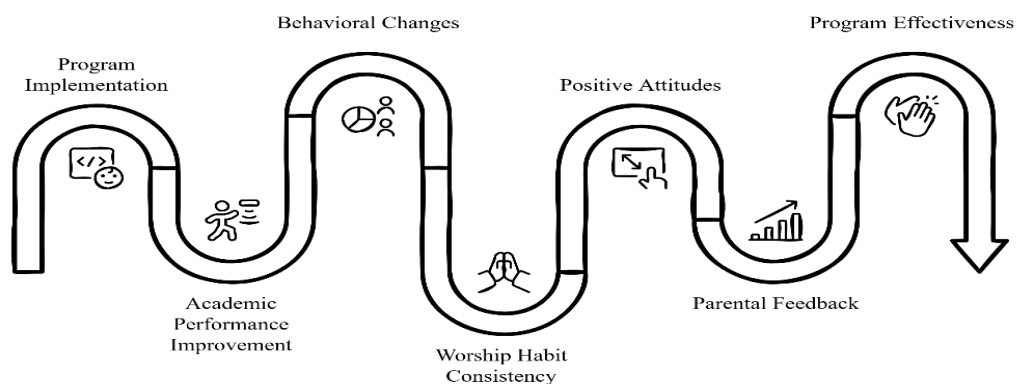


Figure 3. Impact of Pesantren Kilat Program

The diagram represents a process-oriented approach to evaluating a program's impact, with distinct stages and outcomes. It begins with Program Implementation, laying the foundation for subsequent changes. The initial outcome is an Academic Performance Improvement, highlighting measurable progress in students' academic achievements. This improvement is accompanied by Behavioral Changes, demonstrating the program's influence on students' actions and habits, particularly in fostering Worship Habit Consistency, which emphasizes the importance of regular religious or spiritual practices. Further along, the program cultivates Positive Attitudes, reflecting a shift in mindset and values, which is reinforced through Parental Feedback, showcasing the role of family in validating and supporting the program's outcomes. Finally, these cumulative effects contribute to Program Effectiveness, indicating that the program achieves its goals comprehensively and successfully. In conclusion, the diagram underscores a sequential process in which academic, behavioral, and spiritual growth are interconnected and collectively validated by stakeholders, leading to the program's overall success and sustainability.

CONCLUSIONS

This research highlights the crucial role of the Pesantren Kilat program at Elementary school in enhancing students' religious knowledge and fostering Islamic behavior. By combining theoretical learning with practical applications, the program enables students to internalize and actively practice

Islamic values daily. Students show notable improvements in religious observance and social behavior through structured activities such as interactive lessons, worship practices, and behavioral monitoring. These positive changes indicate the program's effectiveness in cultivating spiritual growth and moral development among students.

These findings contribute to the broader discourse on Islamic education by emphasizing the significance of immersive and holistic approaches in nurturing moral and spiritual character. The study also underscores the importance of integrating family involvement and systematic assessments to strengthen the program's outcomes. Theoretically, the research highlights the value of contextual and experiential learning in Islamic education. Practically, it provides a replicable model for schools that foster students' moral and spiritual values, demonstrating how structured, engaging activities can promote meaningful personal growth and adherence to Islamic principles.

Future research should focus on conducting longitudinal studies to assess the long-term impact of pesantren kilat programs. Comparative studies across different regions and cultural contexts also provide valuable insights. Additionally, expanding the evaluation metrics to include emotional and psychological outcomes and adapting the program for interfaith settings could deepen the understanding of this educational approach's potential to foster ethical and socially responsible individuals.

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