

# 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 Elementary School 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 Elementary School. 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. This study's contribution is to show that the Pesantren Kilat program is effective in improving students' religious knowledge and Islamic behavior through theoretical and practical learning activities. It has become an effective model for internalizing Islamic values and promoting spiritual growth and moral development.

**Keywords:** Pesanten  
Kilat, Behavior,  
Religious Education



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## INTRODUCTION

Globalization has dramatically transformed social dynamics, particularly among elementary school students, by increasing access to digital information and enabling rapid online communication (van Laar et al., 2020; Chaka, 2020). However, Stoian et al. (2022) caution that this convenience comes with risks, exposing young learners to inappropriate and potentially harmful content such as pornography, gambling, and online scams. These digital threats, as Tartari (2015) and Dwivedi et al. (2022) note, can severely affect children's moral development and weaken their grasp of religious values. Weir (2023) further warns that unfiltered information online may disrupt students' ethical judgment and spiritual grounding. Aggarwal et al. (2023) and Kimani (2024) add that such exposure challenges children's moral behavior, undermining their spiritual growth. Alarming data from the Child Protection Commission, supported by Sittichai & Smith (2015) and Handono et al. (2019), reveal that elementary students are highly vulnerable to violence and bullying in schools. These concerns highlight the urgency of embedding character education into the curriculum, as advocated by Kitching & Gholami (2023) and Farr (2024), who emphasize building religiosity, independence, and integrity. Adams (2019), Chi-Kin Lee (2020), and O'Farrell (2023) underscore that early

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religious education is essential in equipping students to face spiritual and ethical dilemmas. Within this framework, pesantren kilat programs offer structured religious instruction that, according to these scholars, effectively counteracts harmful external influences while reinforcing Islamic identity and moral resilience from a young 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 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. 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 METHOD

This study uses a qualitative approach with a descriptive method to explore the Pesantren Kita program at the Elementary School, Leuwinanggung 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 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 elementary school. 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 elementary school. 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 elementary school, 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 the elementary school, the Pesantren Kilat program is designed to develop students' potential, particularly in terms of morality (akhlaq) and its application in daily life. This program has made a significant contribution to shaping and strengthening students' religious behavior. One method used is the pra-mabit activity, which instills values of responsibility and honesty. Afterward, students complete a questionnaire to assess their understanding and implementation of these values. Positive behavioral changes serve as indicators of the program's success. In addition, religious activities such as congregational prayers, Qur'anic recitation (tilawah), communal iftar, and Tarawih prayers are held. Reflection sessions help evaluate and improve students' behavior. Inspirational Islamic stories, such as the Night of Decree (Lailatul Qadar), further enrich their spiritual understanding. Teachers or ustadz serve as role models, allowing students to learn from real-life examples. This approach holistically shapes students' Islamic character.

**Table 2. Student Religious Behavior Development**

No	Behavioral Aspect	Specific Indicators	Observation / Evaluation Methods
1	Changes in attitude toward others	<ul style="list-style-type: none"> <li>- Uses polite language</li> <li>- Is orderly in activities</li> <li>- Shows good manners toward teachers and peers</li> </ul>	Direct observation by teachers / ustadz

2	Independence in worship	- Performs obligatory prayers without being told - Observes Sunnah fasting independently	Personal journal / reports from parents
3	Habit of congregational prayer	- Regularly performs Zuhur prayer in congregation at school - Continues the habit at home	Congregational prayer attendance / parent reports
4	Routine Quran recitation and study	- Routinely recites the Quran using the Ummi/Iqra method - Studies Islamic materials on a schedule	Daily <i>mutaba'ah</i> sheet & parental assessment
5	Interest in continuing at pesantren	- Expresses interest in enrolling at a pesantren - Actively engages in discussions about pesantren life	Interview results / student interest questionnaires
6	Understanding honesty and responsibility values	- Answers honesty questionnaire sincerely - Practices honesty in daily life	Honesty questionnaire analysis & teacher observation
7	Self-reflection and improvement	- Actively participates in reflection sessions - Shows positive behavior change afterward	Student & teacher reflection notes
8	Emulating teachers/ <i>ustadz</i> as role models	- Imitates <i>ustadz</i> in worship and manners - Views <i>ustadz</i> as a role model	Observation & student testimonials

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 reveal that the Pesantren Ramadhan program at the elementary school emphasizes structured supervision and evaluation to measure its effectiveness. This includes comparing students' performance before and after the program. An initial assessment gauges their knowledge of related topics, followed by post-program written tests covering key materials such as fasting and Idul Fitri. Students are also evaluated through practical tests, such as correctly performing the Idul Fitri prayer, assessed by Qur'an or Islamic education teachers. Beyond academic assessments, daily monitoring focuses on observing behavioral changes, particularly improvements in students' interactions with peers, teachers, and parents—reflecting the values taught during the program. Assessment results show a notable increase in scores, demonstrating a significant improvement in religious understanding. Additionally, qualitative observations report enhanced student attitudes and greater engagement in religious activities. Most notably, students have shown better manners toward teachers, highlighting the program's success in promoting both moral values and personal character development.

**Table 3. Measurable Changes in Students' Daily Habits**

No	Student Behavior	Indicator	Data Collection Method	Success Criteria
1	Improvement in evaluation scores	- Pre-test vs post-test score difference	Written tests (before & after program)	≥ 20% average increase in score
2	Attitude changes toward teachers	- Frequency of respectful behavior (e.g., greeting, salams, kissing hand)	Teacher observation checklist	≥ 80% students consistently show manners
3	More consistent worship habits	- Subuh prayer frequency per week - Tahajjud prayer participation	Parent & teacher video-call logs	≥ 75% students consistent in Subuh, ≥ 40% in Tahajjud



4	Behavioral changes in daily interactions	- Incidents of positive traits (honesty, responsibility, empathy) in daily activities	Teacher/parent observation & journal notes	≥ 80% students show positive behavioral traits
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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 is structured to blend theoretical instruction with practical and experiential learning, aiming to enhance students' comprehension of Ramadan worship and foster the internalization of Islamic values. According to Siri et al. (2020), one of the program's key strengths lies in its ability to offer students a holistic understanding of religious practices during the holy month. This is further supported by Torney-Purta (2021), who emphasizes that experiential learning enhances students' empathy and social responsibility, enabling them to connect spiritual teachings to real-life contexts. As Rohmah et al. (2018) note, applying Islamic principles to everyday challenges empowers students to live their faith actively and meaningfully. The pre-mabit sessions are particularly influential in reinforcing core concepts like zakat fitrah, zakat maal, and the Eid prayer through interactive and applied methods. With the involvement of Islamic Education (PAI) teachers—especially for sixth-grade students—the material is delivered more effectively. The integration of engaging methods such as ice-breaking games and critical thinking tasks, in a relaxed environment, promotes a deeper and more sustained engagement with the content.

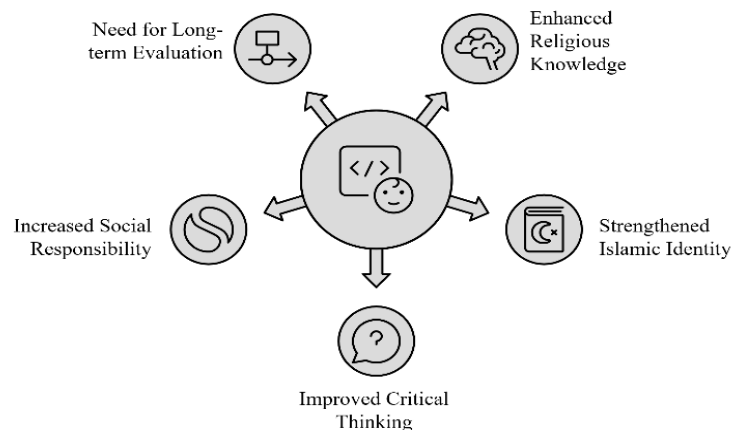
A key factor contributing to the effectiveness of the pesantren kilat program lies in its use of interactive and participatory learning methods that promote active student engagement. According to Könings et al. (2020) and Al Shloul et al. (2024), such methods transform students from passive recipients into active participants who meaningfully internalize religious teachings. Activities such as discussions, Q&A sessions, and hands-on experiences—like the practical application of zakat fitrah—encourage students to connect religious concepts to real-life contexts (Avellan et al., 2024). Yadav et al. (2018) and James et al. (2024) emphasize that using a problem-solving approach, particularly around themes like honesty, equips students to navigate daily challenges with moral clarity and integrity. Moreover, Aiken et al. (2005) highlight that these interactive formats foster communication skills, respect for differing opinions, and moral reasoning—key components of both character and intellectual growth. As Adela and Ritonga (2023) point out, such an approach sharpens students' critical thinking and deepens their understanding of the spiritual essence behind practices like fasting, zakat, and Eid prayer.

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 (Kriger & Seng, 2005). 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 (Jogezai et al., 2021; Bardoe et al., 2023). 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 (Cipriano et al., 2024; Elsayed, 2024). 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 (Pawlewicz & Senetra, 2024). 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 (Heath & Waymer, 2021). 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 (Ahmed, 2023). 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**

This educational model blends intellectual, spiritual, and social dimensions to foster holistic personal and academic development. Chen and Ghorbani (2024) argue that a central pillar of this framework is the deepening of religious understanding, which not only reinforces one's Islamic identity but also nurtures a strong cultural and spiritual connection. This sense of identity is vital for developing a grounded sense of self. At the same time, the cultivation of critical thinking is emphasized as an essential competency. As highlighted by Lakhani et al. (2024) and Yang et al. (2024), this skill enables learners to analyze complex issues and solve problems with clarity, while staying anchored in their religious and ethical values. Additionally, fostering social responsibility encourages learners to act with integrity and contribute meaningfully to their communities. This aligns with the view that education should produce individuals who are not only knowledgeable but also morally conscious and socially engaged, capable of navigating modern challenges without compromising their beliefs.

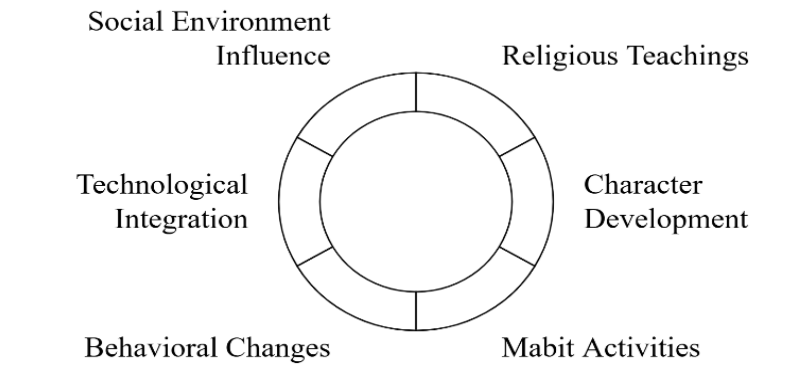
Furthermore, the model places a significant emphasis on long-term evaluation, recognizing the need for continuous monitoring to assess the effectiveness and sustainability of its outcomes. This

element ensures that the educational approach remains dynamic and adaptable to changing needs over time. By prioritizing this evaluation, the framework ensures that the development of intellectual, social, and spiritual aspects continues to evolve in a balanced manner. This holistic approach creates individuals who are not only skilled and knowledgeable but also socially conscious and spiritually grounded. As they engage with contemporary issues, they do so with a strong ethical foundation, making meaningful contributions to society while upholding their core beliefs. This balanced growth ensures the sustainability of the framework and its impact on future generations.

**Positive Student Behavior Development through Pesantren Kilat**

The pesantren kilat program implemented at the elementary school level plays a vital role in reinforcing religious teachings while fostering character development among students. Jenuri et al. (2024) emphasize that this program is designed to help students internalize and practice Islamic values in their daily lives. It serves as a structured framework through which students are guided to develop moral integrity or akhlaq, particularly by instilling virtues such as honesty, respect, and responsibility. Metcalfe and Moulin-Stožek (2020), along with Metcalfe et al. (2023), argue that character education grounded in religious values is essential for forming ethically sound individuals. In the early stages of the program, referred to as the pre-orbit phase, these core values are introduced, laying the foundation for further behavioral development (Jonsson et al., 2024). Here, habit formation becomes crucial, as consistent reinforcement of these values through daily routines encourages students to embody them in practice.

A significant culmination of the pesantren kilat experience is found in the mabit (overnight religious immersion), which deepens students’ spiritual connection through intensive acts of worship. Kallia et al. (2021) and Nhiry et al. (2023) note that activities such as qiyamul lail (night prayer), Qur'an recitation, and religious study sessions provide a sacred space for self-reflection and spiritual growth. Scholars like Nilsson (2024), Cui (2024), and Açıl et al. (2024) view mabit as a unique opportunity to foster enduring worship habits and a closer relationship with Allah SWT. Beyond personal spirituality, mabit contributes to a holistic Islamic character by strengthening students' understanding of religious teachings and promoting consistent spiritual practice. Stevens and Van Houtte (2011), as well as Honey and Carrasco (2023), further highlight that the communal aspect of mabit cultivates values such as togetherness, cooperation, and mutual respect, reinforcing a sense of brotherhood and social harmony within an Islamic context.



**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 (Lim, 2024).

The integration of technology into the pesantren kilat program has proven to be a strategic move in enhancing students' worship routines and promoting discipline beyond the school setting. Shaya and Khait (2017), along with Khan (2022), emphasize that technological tools can serve as effective mechanisms for tracking students' spiritual practices, thus encouraging a heightened sense of self-accountability. This method helps students to not only engage more consistently in worship but also to internalize Islamic teachings as part of their daily lives. Through such regular religious engagement, students begin to form lifelong spiritual habits, viewing acts of worship not as obligations but as essential components of their identity. Interestingly, the program's influence extends even further—evident in the growing interest among some students to continue their education at pesantren. This demonstrates the program's success in deepening religious understanding and inspiring long-term spiritual aspirations.

Beyond fostering routine religious practices, the pesantren kilat program contributes to building a generation that balances intellectual achievement with spiritual depth. Wagio (2023) underscores the importance of nurturing Islamic behavior as a foundation for creating individuals who are not only knowledgeable but also rooted in faith and piety. Similarly, Alirahman et al. (2023) argue that students with strong moral grounding and consistent worship habits are better equipped to navigate life's complexities with wisdom and integrity. The program also plays a vital role in shaping students' religious knowledge and character. According to Alkouatli et al. (2023) and Hassanpour et al. (2023), it fosters a solid moral and spiritual base, enabling students to embody Islamic values with confidence and empathy in all aspects of life. Ultimately, the pesantren kilat program demonstrates its effectiveness not only within the school environment but also in shaping students' behavior at home, reinforcing a consistent and holistic approach to religious and moral development.

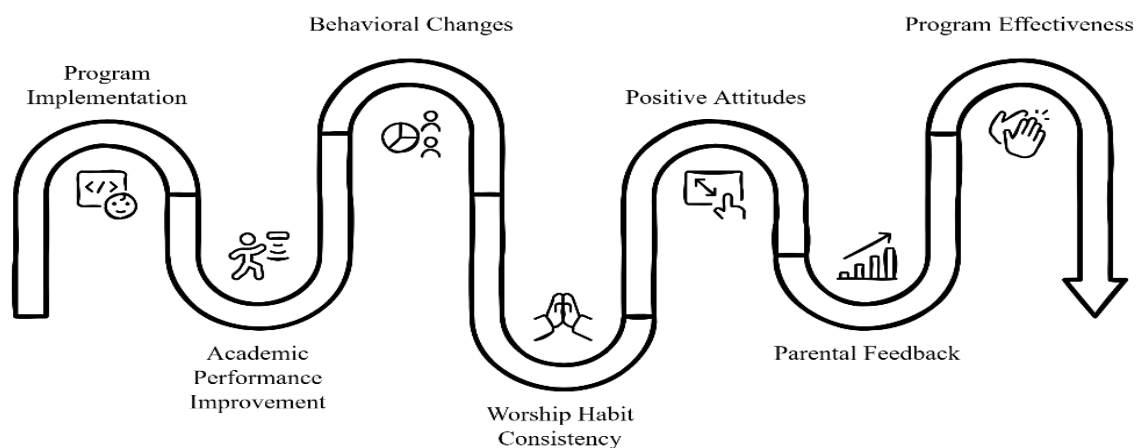
### **Measurable Changes in Daily Habits After Pesantren Kilat**

The pesantren kilat program has demonstrated a notable impact on both students' academic and behavioral development, as shown through pre- and post-program evaluations. Mohebi et al. (2023) and Lim (2024) highlight that significant improvements in test scores—especially on topics like fasting and Idul Fitri—reflect the program's effectiveness in enhancing students' understanding of key religious concepts. This aligns with Masry-Herzallah and Stavisky (2023) as well as Robson and Ezzamel (2023), who assert that religious education contributes meaningfully to both cognitive and spiritual growth. Beyond academics, the program also cultivates positive character traits, particularly in how students interact with their teachers. According to Rachmadtullah et al. (2020) and Pribadi (2022), the observed increase in respectful behaviors—such as greeting, hand-kissing, and offering salams—shows that the program successfully integrates moral education, fostering an environment of mutual respect and emotional connection between students and educators.

The pesantren kilat program has had a profound effect on students' worship habits, with many showing increased consistency in performing daily prayers, including Subuh and Tahajjud. According to Muhdi et al. (2023) and Rohimah et al. (2023), the use of video calls between teachers, students, and parents to monitor worship practices effectively reinforces religious discipline beyond the school environment. This consistent engagement in prayer highlights how the program has helped students internalize the habit of regular worship, fostering a sense of spiritual discipline and self-accountability. In addition to improvements in worship, students have also demonstrated more

positive attitudes toward their peers, teachers, and families. Wang et al. (2021) and Mohammed et al. (2024) suggest that this shift in behavior reflects the core values taught during the program, such as honesty, discipline, and responsibility. The program's success in instilling these values has contributed significantly to students' moral development, equipping them with the foundation to apply these principles in their everyday lives, thus enhancing their personal and social growth.

Parental feedback has further emphasized the positive impact of the pesantren kilat program on students' religious knowledge and behavior. According to Darling-Hammond et al. (2019), parents have observed significant improvements in their children's understanding of Islam and their daily habits. One parent highlighted how the program provided a deeper understanding of Islam, leading to positive behavioral changes at home. Mutevere et al. (2024) and Mingo & Wolf (2024) stress that family involvement in monitoring activities, such as video calls to check on prayer habits, strengthens the home-school partnership and ensures that students continue to practice religious values in a supportive setting. The observable improvements in students' daily behaviors post-program underscore the program's effectiveness in fostering spiritual and moral development. By combining academic instruction with character-building activities, the program promotes lifelong habits of religious devotion and ethical behavior, as well as social responsibility, all reinforced through systematic evaluation and parental collaboration (Cohen et al., 2020; Widodo, 2021).



**Figure 3. Impact of Pesantren Kilat Program**

The process-oriented framework for assessing program outcomes, as illustrated in the diagram, underscores the critical role of structured and intentional implementation in achieving meaningful, lasting change. Bailey et al. (2020) and Prebanić & Vukomanović (2023) argue that a well-planned execution phase provides the groundwork for visible academic improvements, often serving as an initial indicator of a program's success. Yet, these gains should be understood as part of a larger developmental trajectory. In line with this, McGhee (2019) asserts that impactful education must extend beyond cognitive advancement to nurture enduring behavioral and moral habits. The emergence of disciplined worship routines and spiritually anchored behaviors among students signals a deliberate shift toward holistic character education. These expert insights collectively highlight that such programs are not confined to short-term academic outcomes; rather, they are strategically designed to promote integrated growth—merging intellectual development with ethical and spiritual maturity to foster well-rounded individuals.

Furthermore, the transformation taking place is not confined to the individual level but is strengthened by the involvement of external parties, such as parents. Feedback from families becomes a crucial component in evaluating the program's effectiveness, as it provides a broader and more authentic perspective on the changes occurring beyond the school environment. From an evaluative standpoint, this reflects a holistic approach to assessing success—not only through internal institutional outcomes but also through the acknowledgment and support of other stakeholders. The positive attitudes formed in students indicate the program's success in internalizing new values and mindsets, aligning with the broader goals of character education. The combination of academic achievement, spiritual habits, and

external validation collectively creates a cumulative effect that demonstrates the overall success of the program, while also reinforcing its sustainability and potential for replication in other contexts.

## 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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