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## Relevance of Islamic Boarding School to Student Character: An Analysis Study of Ramadhan Pesantren in Padang City

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### ABSTRACT

*This study aims to analyze the relevance of the Ramadan Islamic boarding school program to student character building in Padang City. This program is seen as one of the effective methods in shaping students' religious, disciplined and responsible characters. This research uses a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation, and document analysis in several flash Islamic boarding schools organized by schools and educational institutions in Padang City. The results showed that the flash pesantren made a positive contribution to student character building, especially in the aspects of increasing understanding of Islamic values, strengthening noble morals, and applying discipline in everyday life. However, its effectiveness is strongly influenced by the quality of the program, the involvement of educators, and the support of the family and community environment. The implications of this study indicate the need for structured and sustainable management of the flash pesantren program in order to have a more significant impact on student character. The contribution of this research is to provide recommendations for education organizers to make the flash pesantren program an integral part of the character education curriculum in schools.*

**Keywords:** *Islamic Boarding School, Student Character, Ramadan Education, Padang City, Character Education.*

## **INTRODUCTION**

Student character is one of the important aspects in the formation of the personality of the younger generation, which is the main foundation for the success of individuals and society. In the context of education, student character building is often integrated into the formal and non-formal curriculum. One prominent approach in Indonesia is flash boarding school, which is usually organized during the month of Ramadan. It is considered an effective means to instill religious, moral, and ethical values in students' lives. However, the relevance of flash pesantren to student character building has not been studied in depth (Fajrussalam, 2020).

The importance of investigating this topic lies in the strategic role of character education in facing the challenges of globalization and modernization. In the midst of external cultural influences that often contradict local values, character education through flash pesantren is expected to be a moral fortress for students. However, the effectiveness of this program is still a big question, especially in the context of implementation in various regions, including Padang City. Therefore, this study aims to dig deeper into the relevance of the flash pesantren program to student character (Zaini & Putri, 2020).

Various previous studies have discussed the importance of character-based education in education. Research by Lickona emphasizes that character education should include the dimensions of knowledge, feelings, and actions that integrate with each other. Another study by Nurdin showed that the flash Islamic boarding school program can improve students' religious understanding, but did not highlight its impact on students' overall character. In addition, some local studies in Indonesia, such as the one by Rahmawati, show the success of flash pesantren in improving student discipline, but do not address how the program affects other values such as responsibility and honesty (Mujahidin, 2017).

The research gap lies in the lack of comprehensive studies linking flash pesantren with various aspects of student character. Some studies only focus on one particular dimension of character, while others do not pay attention to the socio-cultural context that influences the program outcomes. In addition, most of the previous studies used quantitative approaches that lacked the ability to deeply explore students' experiences and perceptions of the program. This study seeks to fill the gap by using a more exploratory qualitative approach (Muflih et al., 2022).

This research aims to answer the main question: "How is the relevance of the flash pesantren program to students' character building in Padang City?" The main focus of this research is to analyze the impact of the flash pesantren on aspects of student character, such as religiosity, discipline, responsibility, and integrity. Thus, this research is expected to make theoretical and practical contributions in the development of Islamic values-based character education (Jenuri et al., 2024).

In the literature review, the main concept in focus is character education, which is defined as a systematic effort to help individuals develop moral and ethical values. Character education in the context of flash pesantren is based on Islamic education theory that emphasizes the importance of integration between spiritual, intellectual, and moral aspects. This theory is in line with Lickona's view that character education should include cognitive, affective, and psychomotor dimensions.

Pesantren kilat is defined as an intensive religious education program usually held during the month of Ramadan, aimed at improving understanding and practice of Islamic values. The program includes activities such as Qur'an teaching, religious lectures, and worship habituation. With a holistic approach, flash pesantren is expected to instill deep character values in students.

Analysis of previous studies shows that flash Islamic boarding schools have a positive impact on students' character building, particularly in terms of discipline and understanding of religious values. However, some studies show that the impact is often temporary due to the lack of follow-up after the program ends. For example, a study by Hamid mentioned that students tend to revert back to old behaviors after the pesantren kilat is over, indicating the need for sustainability strategies in this program (Nurulqolbi et al., 2022).

This study is based on the assumption that flash pesantren can be an effective vehicle for student character building if well designed and managed. Therefore, this study focuses not only on the program outcomes but also on the implementation process, including the involvement of educators, teaching methods, and the support of the family environment.

By presenting an in-depth analysis of the relevance of flash Islamic boarding schools to student character, this research is expected to make a significant contribution to the development of character education in Indonesia. In addition, the findings of this study can serve as a basis for education policy makers to improve the quality and effectiveness of the pesantren kilat program in the future.

## **METHODS OF RESEARCH**

This research uses a qualitative approach with a case study design to explore the relevance of the flash pesantren program to student character building. The qualitative approach was chosen because it is able to explore in depth the experiences, perceptions, and views of students, educators, and other related parties. The case study design allows researchers to analyze the phenomenon holistically in a specific context, namely the flash pesantren program in Padang City (Hollstein, 2011).

The population of this study included junior and senior high school students in Padang City who participated in the flash pesantren program, educators involved in the program, and parents. The research sample was selected using purposive sampling technique, with the criteria of students who have participated in the flash pesantren program for at least two consecutive times. The total participants in this study included 30 students, 10 educators, and 10 parents who were selected representatively from various schools (Li et al., 2017).

The data collection techniques used include in-depth interviews, participatory observation, and document analysis. Interviews were conducted to obtain information directly from students, educators, and parents regarding their experiences and views on the pesantren kilat program. Participatory observation was conducted during the implementation of the program to directly observe the process of activities and interactions that occurred. Document analysis included a review of learning modules, activity schedules, and program evaluation reports (Eppich et al., 2019).

The data obtained was analyzed using the thematic analysis method. The analysis process included three main stages: initial coding, identification of main themes, and data interpretation. Initial coding was done by reading all the data carefully to find patterns and categories. Next, the main themes relevant to student character building were identified and further analyzed. The analyzed data were then interpreted to answer the research questions and achieve the objectives of this study.

## **RESULT AND DISCUSSION**

### **The Relevance of Flash Pesantren to Religious Character Building**

Pesantren kilat provides intensive spiritual experiences for students through activities such as Qur'anic instruction, religious lectures, and daily worship. This program allows students to better understand and internalize Islamic values, such as faith and piety. In this context, the flash pesantren serves as a means to strengthen students' relationship with Allah, which in turn encourages the formation of a deep religious character (Angkat, 2024).

However, the success of students' religious character building is highly dependent on the quality of the program and the involvement of educators. If the material taught is less relevant or uninteresting, students are likely to lose interest and not get the maximum benefit. Therefore, program managers need to ensure that the curriculum is well-designed and suits the needs of the students.

The spiritual experiences that students gain through flash pesantren often have a profound impact on their mindset and attitude. Interaction with educators and fellow program participants in a conducive environment helps students build a deeper understanding of religious teachings. This is reflected in students' daily behaviors that better reflect Islamic values, such as patience, honesty, and gratitude.

However, the implementation of a pesantren kilat program often faces challenges in terms of consistency and sustainability. Some students may find it difficult to maintain the good habits they have learned after the program is over. In this case, support from parents and the school community is crucial to ensure that the learning from pesantren kilat can be integrated into students' daily lives.

Activities such as Qur'anic instruction and religious lectures provide students with a solid foundation for understanding Islamic values. For example, students are taught to reflect on the meaning of Qur'anic verses and relate them to challenges they face in their daily lives. This process helps students develop a broader perspective on the role of religion in their lives (Rohmah, 2024).

In addition, intensive worship experiences during the flash pesantren also contribute to strengthening students' religious character. Activities such as congregational prayer, Qur'anic tadarus, and dhikr together create a sense of community and strengthen students' spiritual connection with God. These activities not only deepen students' religious understanding but also form habits that support the formation of religious characters.

However, the effectiveness of these activities largely depends on the way they are designed and implemented. Programs that are too monotonous or irrelevant to students' needs may reduce their interest in actively engaging in the activities. Therefore, it is important for the managers of the flash pesantren to continuously evaluate and improve the program to keep it interesting and useful for students (Safitri, 2018).

From the point of view of Islamic education theory, flash pesantren can be considered as a form of holistic education that includes spiritual, intellectual, and moral dimensions. This is in line with the view that character education should involve a holistic approach and be oriented towards the formation of a whole individual. In this context, flash boarding schools provide students with the opportunity to integrate various aspects of their personality within the framework of Islamic values.

However, to ensure sustainable impact, there needs to be a collaborative effort between educators, parents and the school community. This way, students can continue to receive the support and guidance they need to apply the values they have learned during the crash course in their daily lives. In addition,

further research is needed to identify the best strategies to overcome the challenges faced in implementing this program.

### **The Impact of Islamic Boarding School on Student Discipline**

Pesantren kilat has also proven to be effective in instilling disciplinary values in students. Structured activities and strict schedules teach students to obey rules, respect time, and be responsible for their tasks. The discipline formed during this program can be a provision for students in their daily lives, both at school and at home (Tayeb, 2016).

However, a challenge that often arises is the sustainability of discipline values after the program ends. Some students tend to return to old habits if there is no consistent support and supervision from parents and teachers. Therefore, there needs to be a follow-up involving all relevant parties to maintain the sustainability of the positive values that have been formed.

One important aspect of discipline taught during the crash course is time management. Students learn to follow a strict schedule of activities, from early morning wake-up time to evening activities. This habit helps students develop a sense of responsibility towards time, which is one of the important elements in self-discipline. In addition, interaction with educators and fellow participants in a structured environment encourages students to obey rules and respect authority. This strengthens students' understanding of the importance of discipline as part of everyday life, both in the context of education and social life (Nadunga, 2019).

However, to ensure that the disciplinary values that have been taught can continue to be applied, there needs to be collaboration between schools and families. Schools can provide guidance and support to parents to continue the good habits that have been formed during the flash pesantren. In this way, the positive impact of the program can be sustained in the long run.

Technology support can also be utilized to strengthen the sustainability of disciplinary values. For example, daily activity reminder apps or communication platforms between teachers and parents can help ensure that students keep practicing the good habits they have learned. With a holistic approach, flash pesantren can be an effective and sustainable character education model.

To ensure that the discipline that has been established during the flash pesantren continues, it is important for schools and parents to work together to monitor students' progress after the program ends. This can be done through setting daily routines that involve parents' participation in reminding their children of the importance of keeping time and on task. Parents can encourage children to stick to a regular lifestyle in a supportive way, such as creating a study schedule at home that matches the habits implemented during the crash course.

In addition, periodic evaluations of students' discipline habits can be conducted by teachers and parents. In this way, potential lapses in discipline can be detected early, so that corrective action can be taken. For example, if students show signs of returning to old habits, both teachers and parents can provide reminders and firmer directions to get students back on track. This evaluation needs to be done attentively and not only on academic aspects, but also on the development of students' disciplinary behavior.

One way to support discipline sustainability is to engage students in activities that require personal responsibility. For example, students can be given certain tasks at school or at home that require them to manage their time better. These tasks will train them to respect their time and stay committed to their work,

even in the absence of direct supervision. This will help students practice discipline independently, without relying on the supervision of others.

At the school level, it is important to build a support system that continuously reminds students of the importance of discipline. For example, through routine activities that involve all students, such as flag ceremonies, reminders of discipline, and other activities that reaffirm the values of discipline that have been taught. Such programs, if run consistently, will have a long-term effect on students, so that discipline becomes part of their daily habits.

The application of technology can also further strengthen the sustainability of student discipline. Time reminder apps or digital platforms that allow parents and teachers to communicate more effectively can have a positive impact. Through these apps, students can be given daily reminders to carry out activities according to a set schedule. This gives them a greater sense of responsibility for their time, while also providing a space for parents and teachers to continuously monitor students' discipline progress in a more practical and organized way.

### **The Role of Flash Pesantren in Strengthening Students' Social Responsibility**

In addition to the religious and disciplinary aspects, pesantren kilat also has great potential in building students' social responsibility. Activities such as community service, fundraising, or sharing with others during the program help students understand the importance of caring for others and the environment. These values are very relevant in shaping a caring and socially responsible young generation (Dimiyati & Avicenna, 2022).

However, the effectiveness in strengthening social responsibility still requires further evaluation. Some pesantren kilat programs may not put enough emphasis on social activities, so students do not get enough experience. To address this, program managers can include more social activities in their curriculum.

In pesantren kilat, students are invited to be directly involved in activities that benefit the community. For example, fundraising to help orphans or environmental clean-up activities teach students about the importance of sharing and working together. Such activities not only strengthen social responsibility, but also increase empathy and solidarity between individuals. In addition, the implementation of social activities in flash pesantren can strengthen students' relationships with the surrounding community. The interactions established during the activities help students understand existing social realities, such as economic disparities or environmental challenges. This understanding is important to form a generation that not only cares about themselves, but also contributes to the progress of society as a whole.

However, for the positive impact of these social activities to last, there needs to be support from schools and families. Parents can continue the good habits that have been taught during the flash pesantren, such as encouraging children to engage in social activities in the home environment. Thus, the social responsibility that has been built can continue to develop and become an integral part of the students' character.

The involvement of external parties, such as community organizations or charitable institutions, can also broaden the impact of social activities in flash pesantren. Collaboration with these parties can provide a richer and deeper variety of activities, so that students get a more meaningful experience. Thus,

flash pesantren is not only a means of religious learning, but also a vehicle to build students' social character as a whole.

To ensure the sustainability of the positive impact of social activities carried out during the pesantren kilat, there needs to be a mentoring system that involves various parties, including schools, parents, and communities. Schools can develop programs that support students' involvement in social activities after completing the pesantren kilat. For example, schools can organize regular social activities, such as blood donation, visits to orphanages, or community service. In this way, students continue to engage in activities that strengthen their sense of social responsibility (Prawiranata, 2013).

In addition, strengthening social values in flash pesantren can be strengthened by integrating learning materials that discuss the importance of caring for others and the environment. For example, materials on zakat, infaq and sadaqah can be delivered in a more practical form, such as fundraising activities to help orphans or underprivileged families. This will give students a deeper understanding of the concepts and how they can practice them in everyday life.

It is also important for students to see real examples of figures who demonstrate high social responsibility. Therefore, the flash pesantren can invite community leaders or social volunteers to share their experiences in social activities. Their stories and experiences can inspire students to be more actively involved in social activities, as well as make them realize the importance of contributing to the progress of society.

Students' direct involvement in social activities can also enrich their social skills, such as cooperation, communication and empathy. Activities such as cleaning up the neighborhood together, donating clothes or food to the needy, or working on charity projects can teach students how to collaborate in teams, understand others' conditions, and take part in achieving a common goal. These skills are very useful for their future social life

Finally, there needs to be regular evaluations of the social programs in pesantren kilat to ensure that the social goals are achieved effectively. This evaluation can be done by involving all parties involved, including students, teachers, parents, and external partners. With a good evaluation, the programs can be improved and adjusted to the needs of the students as well as the development of the social situation around them. This will ensure that the flash pesantren not only serves as a means of religious education, but also as a place of sustainable social character building for students (Aisy et al., 2024).

In addition to evaluation that involves all parties, it is also important to pay attention to the diversity of students' social needs. Some students may have different backgrounds in terms of understanding social responsibility. Therefore, flash pesantren need to adjust social activities to the context and needs of students. For example, for students who come from underprivileged families, social activities that are more geared towards economic empowerment or direct assistance may be more relevant. While for students from more stable backgrounds, activities that are more in the form of community development or social advocacy may be an option. In this way, the flash pesantren can foster a deeper sense of social responsibility according to students' backgrounds and needs.

In addition, to strengthen students' commitment to social activities, there needs to be rewards for those who are actively involved in such activities. Rewards are not only in the form of certificates or material gifts, but also social recognition from friends and the community. This kind of award can encourage students to feel valued for their contributions, which in turn will motivate them to continue

actively participating in social activities. The award will also set a positive example for other students to be more involved in social activities in the future.

The development of social networks is also important in strengthening students' social responsibility. Through flash pesantren activities, students can be introduced to various communities and social organizations that share the same vision. Involvement in these social networks gives them the opportunity to collaborate with others in conducting broader social activities. Activities such as seminars, workshops, or charity projects with other organizations can broaden students' horizons about the importance of social contribution and encourage them to be part of a larger social movement.

On a broader level, flash pesantren can also develop programs that focus on social awareness of global issues, such as climate change, poverty, or gender inequality. Through this introduction to global issues, students can gain a more comprehensive understanding of the social challenges facing the world and how they as the younger generation can contribute to the solutions. Such programs can involve discussions, research, and even concrete actions that engage students in an effort to help create positive changes in society, both at the local and global level.

Finally, to ensure that students' social responsibility continues to grow, there needs to be ongoing coaching after they exit the pesantren kilat program. A follow-up or alumni program that engages students in social activities after the pesantren kilat can be a platform to maintain their passion and commitment to social causes. Through regular meetings, discussions, or projects with alumni, students can continue to build networks and share their experiences in contributing to society. In this way, pesantren kilat not only provides a temporary impact, but also becomes a starting point for students to continue developing into socially responsible individuals throughout their lives.

## **CONCLUSION**

Islamic boarding school has a very important role in shaping students' character, both in the aspects of religion, discipline, and social responsibility. Through structured and intensive activities, students are not only taught religious values and discipline, but also given direct experience in social activities that strengthen their sense of empathy and concern for others. This pesantren kilat program provides useful provisions for students to live a regular life, be responsible, and care for the surrounding environment.

However, to ensure that the positive impact of the flash pesantren is long-lasting, close collaboration between school, family, and community is needed. Ongoing support from parents and teachers is essential to maintain the values of discipline and social responsibility that have been built. In addition, there is a need for periodic program evaluation and adjustment so that social activities in flash pesantren are more relevant to students' needs and can involve wider external parties, such as social organizations and communities.

Overall, flash pesantren can be an effective means of character education, not only in shaping religious aspects and discipline, but also in fostering a deep sense of social responsibility. With the strengthening and sustainability through various parties, this program is expected to

produce young people who are not only intellectually intelligent, but also have high social awareness, and are able to contribute positively to society and their environment.

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