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## **The Role of Pesantren Kilat in Enriching Life Skills, Creativity, and Religious Students of Al Kautsar Yogyakarta**

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### **Abstract**

The negative impact of the times leads humans to three situations, namely the lack of life skills and creativity and moral damage caused by religious weakness; we must handle this situation through education, starting with children, so this study aims to solve this problem by describing an extramural education program called pesantren overnight in madrassas implemented by the Al Kautsar Foundation Yogyakarta. This research uses a type of qualitative research with a descriptive approach. At the same time, the data collection method is documentation to see the concept of the event through the schedule, observation to see praxis in the field, and finally, an interview; the respondents are an educator and homeroom teacher for grade 6, namely Mrs. Wildi, Mr. Fani as the chief executive, and Mrs. Iin as the person in charge of the activity, through a variety of information that has been collected, leading to the big themes of the series of activities, namely efforts to solve people's problems related to morals and provide survival competence for children, by fostering their creativity, So that the results of the research that the overnight pesantren program in madrasah, have a series of activities that can play a role in enriching the life skills, creativity, and religion of students through, 1) Ecoprint training activities. 2) Review of wisdom films, 3) Habituation of worship through reading, memorization, and practice.

**Keywords: Character; Creativeness; Life Skill; Boarding; Religious.**

### **Introduction**

The progress of the times supported by the development of technology and information makes the mentality of humanity chaotic; things such as cultural transformation that seem to erase the identity of individuals or groups, information, and social media develop. However, although it provides benefits, the adverse effects we cannot avoid, such as inappropriate or age-inappropriate viewing of the audience and meaningless entertainment, even tend to lead to negative things, so it is hazardous for children, adolescents, and adults (Setiawan, 2018), on the other hand, the rapid development of the times should ideally be in line with the increase in human resources. Otherwise, children will find it challenging to live their lives in the future (Saputra and Alfarisi, 2020), so naturally, since childhood, children should be given life skills programs To foster creativity and provisions for their lives.

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These problems must undoubtedly be addressed immediately, using programs that not only educate and foster creativity but also support skills to live life and, most notably, based on vital religion because it is undeniable that one of the best solutions to provide solutions to human problems is to improve their character if the human character is good, then whatever the situation and conditions, the next generation will not be affected. Moreover, there will be no meaning for someone who has the creativity and life skills if he does not have a vital religion, this situation will only create a generation of intelligent but corrupt, clever but deceptive, and others, so the ideal program is to adapt pesantren education because pesantren have been proven to play a role in improving character education to date (Silfiyasari and Zhafi, 2020). Educational institutions in Indonesia have tried to provide solutions through formal education. However, the fact is that education has not been effective in providing the learning process, so it is indeed needed to function as a learning enhancer for students (Syaparuddin and Elihami, 2019). However, pesantren educational institutions generally require students to be independent for a long time; such educational patterns seem too Early if given to Madrasah Ibtidaiyah children, so an extramural education program is needed that adapts pesantren education but with a shorter time to introduce the lives of students while providing stimulus to students to develop life skills, creativity, and religion.

The description and research on flash pesantren have been widely carried out; it is a solid proposition to emphasize that flash pesantren has indeed proven to be one of the best solutions in solving several educational problems; among these studies are: First, an article written by Yani et al. (2022) whose title is Revitalizing Morals Through Flash Pesantren Activities at SMAN 5 Karimun, this community service aims to strengthen faith and strengthen the establishment to remain noble amid the current development of the times that lead the younger generation to lousy behavior and traits by awakening awareness and motivation in students, In order to thicken and deepen religious understanding so that it can be applied to his daily life. Second, a study written by Putra and Surya (2021) entitled Revitalisasi Islamic Values in Children of Mushala Congregation in Gampong Java, Langsa City, Aceh Through Pesantren Kilat Activities, his writing contains efforts to reinstall Islamic values in children who have been affected by the times, thus showing the younger generation who are in a moral crisis, weak creed and lack of religious understanding and knowledge, so that the Islamic boarding school program seeks to instill creed, provide fiqh material, and improve worship and Qur'an reading so that the visible results are found an increase in worship which is reflected in the enthusiasm of children when performing prayers and adab when communicating with older people and friends their age. Third, a scientific essay entitled Flash Pesantren Program to Increase Worship Motivation of SMPN 3 Tembilahan Hulu Students the writing was written by Lisa, Mardiah, and Napratilora (2020) while the content contained in the article aims to provide education to students in the form of flash pesantren programs, during Ramadan, so that students become aware of religious knowledge while correcting children's deviant behavior and nature from religious teachings, And most importantly, pesantren kilat is used as a controller of children's daily lives, so as not to fall into and be carried away by the times.

Basically, there are many more researches, either in the form of journal articles or in the form of final college projects such as theses and theses that discuss flash boarding schools, but due to the limitations of the author, so that only the three articles above can be described in this article, but the description above may have given us an idea that indeed the development of the times is too fast, leaving rotten debris that is difficult for humans to smell because they are lulled by the illusion of mirages that Shown by advances in information technology, in addition to being a postulate for the problems raised in this study, some of the articles above can also be used as an affirmation of the position of researchers, because articles or research that discuss flash boarding schools have so far only focused on improving the quality of one's faith and worship, However, they close themselves to social realities that cannot be separated by humans today, thus increasing worship and faith in an effort to educate humans not to fall into the times, it is still lacking, because it seems to run away from social reality and isolate themselves to worship, therefore, programs are needed that not only provide a pattern of increasing worship, But at the same time it becomes a

stimulus to improve human resources, through lifeskills and creativity, so that the next generation does not run away from the times but controls them.

Through the statement above, the researcher wants to provide an offer as a solution to the problem, namely a flash pesantren program organized by the Al Kautsar Foundation why is that, because the researcher found the uniqueness contained in the program, including the term or designation of the program is an overnight pesantren in a madrasa or known by the abbreviation MESSAGE MAMA, the program is also not implemented during Ramadan like the pesantren program lightning in general, and most importantly the flash pesantren activities at Al Kautsar Foundation are different from other flash pesantren programs, which only focus on worship activities.

So that the urgency of this research, in addition to answering the challenges of the times, but trying to describe the activities contained in MESSAGE MAMA (starting now will be abbreviated to MESSAGE MAMA), especially those related to the enrichment of life skills, creativity, and religion to students, thus it can be an inspiration for the organizers of the flash pesantren program to innovate their activities by the times but still based on religious and social norms

## **Literature Review**

### **A. MESSAGE MAMA/Pesantren Kilat**

MESSAGE MAMA stands for Pesantren Overnight in Madrasah. The program has similarities with the Pesantren kilat, but to see these similarities, one must first understand the meaning of the Pesantren kilat itself. Pesantren kilat is divided into two words, namely pesantren and kilat. Pesantren is an institution or system-oriented and focused on developing religious science. Generally, pesantren are known by several characteristics, including kya or ustadz, santri, kitab, huts, and mosques (Mustofa, 2020) While lightning is defined as a fast duration of time because, in general, pesantren institutions spend at least 3 to 6 years. However, flash pesantren are carried out for only a few days. However, the activities carried out by students in pesantren kilat resemble the activities carried out by students in pesantren, so it can be concluded that the definition of pesantren kilat is an intense religious activity that adopts pesantren education but with a relatively short implementation time (Dalimunthe, 2020).

Through this definition, we can see the similarity in the series of activities contained in pesantren kilat and MESSAGE MAMA; this statement is corroborated by the statement of the head of the madrasah ibtidaiyah Al Kautsar and the chief executive when interviewed about the reason for holding the program, Iin as the head of the madrasah said: "specifically the goal is to get to know the facilities and activities of students in the Pesantren environment." Fani corroborated this statement as the head of the committee; he added that "the program is in order to introduce children to life in pesantren, starting from waking up, reading and memorizing the Qur'an, and so on, in the hope of attracting children to continue their education in Islamic boarding schools (interview Iin, Fani, 2022).

### **B. Life Skill, Kreativitas dan Religius**

Understanding Life Skills: If we look at language, then the word is composed of two words, namely life, which means life. In contrast, Skill is interpreted as proficiency, so it can briefly be interpreted as life skills, but in terms of Life Skill is defined as the ability that every human being must have in order to be able to be independent who can, achieve success, and solve life problems actively and productively so that they can understand the nature of life education and happy life. (Yuliwulandana, 2015), (Pratama, Fauzi, 2018).

Creativity, according to experts, has various understandings; several figures try to define it, including Jamaris, Torrance, Csikszentmihalyi, Ausebel, Hendrick, and Mayesky, and their opinions refer to the conclusion that creativity is an act or way of thinking that has fluency in solving problems, flexible so that it is not fixed on one standard rule, even though it still uses existing data or information, is original and diligence and thoroughness (elaboration). (Asmawati, 2017) The essence of creativity is the ability born from individuals to create something even better (Riyanti, 2019).

The last is religion; if the origin of the word is, then the word "religion" comes from Latin, which is presumably close to its meaning, which is binding. At the same time, in English, the word religious is taken from the word "religion," which means religion, so if we define religion as a religious rule that binds someone to carry out and practice it for human life so as not to be miserable and chaotic. (Mutiawati, 2019), (Sumiyati, 2020).

## Research Methods

Before entering into the research method, it is better to briefly explain first the definition of Pesantren overnight in the next madrasah will be abbreviated to MESSAGE MAMA, which is a program that resembles a flash pesantren, or in other words, an extramural education program that adopts pesantren education with a short time at the Al Kautsar Foundation Yogyakarta.

Al Kautsar Foundation is located in Gabahan, Sumberadi, Mlati, Sleman, Special Region of Yogyakarta, which has several types of educational institutions namely there is a Daycare Center (TPA) aged 2-4 years, Raudhatul Athfal (RA) aged 4-5 years, Madrasah Ibtidaiyah (MI) equivalent to elementary school, and Islamic boarding schools at the Madrasah Tsanawiyah (MTs) level equivalent to junior high school. Madrasah Aliyah (MA) is equivalent to a high school; we can monitor this information through the Foundation's website, namely <https://www.alkautsarjogja.com>.

This research will reveal and describe the PESANeer MAMA program implemented at the Al Kautsar Foundation Yogyakarta, so the suitable research method is descriptive qualitative research. This is in accordance with Nazir's definition that descriptive research aims to explain an event and situation using basic data accumulation (Wuryandani et al., 2014).

This research uses documentation, observation, and interview techniques in the data collection process; these are often used in descriptive qualitative research, one example of which is the research by Hindayani and Darmuki (2021), even though their type of research is classroom action research.

The interview technique itself is defined by conversations that have a specific purpose and purpose to capture and collect information in order to solve the problems raised in the study; in this study, interviews are conducted after the program is carried out and wait for some time to provide opportunities for special homeroom teachers, to assess the urgency and usefulness of the program for students, His interview took advantage of technological developments, namely an online system through the Whatsapp application, to streamline time and make it easier for researchers to retrieve data.

Observation is an activity carried out to see and examine directly how reality and circumstances occur in the object of research; from November 11, 2022, at 13.00 to November 12, at 08.00, researchers participated in monitoring and paying attention to the MAMA MESSAGE activities. Thus, researchers can see how the program implementation process is held directly to students.

Documentation technique is an information mining technique carried out by collecting data, both in the form of previous scientific essays such as journal articles, theses, theses, dissertations, or magazines, news, and documents that have a relationship with the required data such as rundown data and committee data or the person in charge of activities and the like, in order to strengthen the writing into a scientific essay that can be accounted for and has strong arguments.

Through these three research techniques, researchers collect data that can be used as material so that it can be analyzed that the program that MESSAGE MAMA does play a role in enriching the life skills, creativity and religion of Al Kautsar Yogyakarta students, from the documentation technique obtained the name of the committee and person in charge and the schedule, with this data researchers can analyze the paradigm of implementing their activities, Observation is an affirmation of whether the activities formulated in the schedule are really carried out, then the researcher also interviewed 3 respondents, who has the authority to assess the entire process of implementing the program, namely Mrs. Iin as the person in charge of the program, as well as the head of the madrasah who understands the background or basic concepts of the program, she said the MESSAGE MAMA program is intended to provide experience to students, especially grades 4 to 6, thus it is expected to motivate students to like the process of pesantren education, as for the second respondent is the chief executive, namely Mr. Fani, he is responsible for the implementation

process, according to his narration, the activity went well, and was very popular with children, this is illustrated in the enthusiasm of students in participating in every activity, such as ecoprint, film review and worship, at the end of the program session, the students were also allowed to give messages and impressions for the program activities, they said they really liked the program and even regretted that the MESSAGE MAMA program only lasted two days and one night, added Mr. Fani in the interview session, and finally Mrs. Wildi as a representative of the 3 classes that participated in the program, namely grade 6, This class was chosen as a representative because of the greater level of maturity and age compared to other classes, so when changes in behavior and attitudes were found, it was due to their choice, Mrs. Wildi said that after participating in the program the children became more diligent during worship, and became more creative during the learning process.

The data set above can be classified into several themes, namely the philosophy of the program to foster student motivation to be interested in learning in Islamic boarding schools; the activities are eco-print training, film reviews, and worship activities departing from the paradigm of enrichment of life skills, creativity and religion, and student enthusiasm and changes in behavior imply the role of the program, for more details will be described in the results and discussion sections as follows.

### **Hasil dan Pembahasan**

The MESSAGE MAMA program has succeeded in providing valuable experience for students in getting to know the lives of students, as well as providing stimulus to develop creativity, life skills, and religion with several series of activities, including eco print training, film reviews, and prayer (worship) together. In contrast, some of these series will be further explained as follows.

### **3.1 Program PESAN MAMA (pesantren semalam di madrasah)**

Although broadly speaking, MESSAGE MAMA has similarities with pesantren kilat, through observation and review of the data contained in the rundown of its activities, there is its uniqueness that distinguishes MESSAGE MAMA from the usual pesantren kilat, including the implementation, which is usually in Ramadan, (Sakrani, 2020), (Erdawati et al., 2020), but not with MESSAGE MAMA which is carried out on the sidelines of teaching and learning activities and outside the month of Ramadan, Another difference is in the series of activities, which usually only focus on increasing worship. However, MESSAGE MAMA goes beyond this. To find out more clearly the series of activities, maybe it is a good idea first to describe the people involved and see the series of events in the rundown.

### **3.2 Partisipan dan susunan acara PESAN MAMA**

Participants, according to the extensive dictionary Indonesian, are people who participate in an activity (KBBI, 2016); thus, everyone involved in running and enlivening the MESSAGE MAMA program, both students and the committee that organizes the program, can be categorized as participants; the following will be described by the MESSAGE MAMA program committee, among others; 1) The person in charge is Sholihah Al Mu'minah, 2) Chairman is Fani Muezzin, 3) Secretary is Fida Alfarina, 4) Treasurer is Lina Berliana, 5) Sie Event is Lufi Afita Kardina, Siti Muthi'atun, Vania Rahmadany, and M Wagio, 6) Sie Lomba namely Aminor, Laila Kurniati, Renny Aprilya, and Eni Handayani, 7) Sie Consumption namely Rahmatitin Hariyani, Putri Rohmawati, Adinda Dara Choer, and Nurul Aisyah, 8) Sie Equipment namely Khoirul Anam, Jayadi, Wahdan Husnanto, Andryano Bramantyo and Dedi Mulyana, 9) Sie First Aid in Accidents namely Wildiyanti Wulandari, 10) Sie Sports namely Dwi Rahmawati and Mahfudin.

The participants who take part in this program are only students who are in grades 4 to 6 of madrasah ibtidaiyah because students ranging from the age of 2 years who are in daycare to

madrasah ibtdaiyah grade 3 are classified as too small, so the MESSAGE MAMA program will be challenging to follow for children their age, and if madrasah tsanawiyah and aliyah do not need to join the program because they have done the cottage program.

The number of students who take part in the program is as follows: Class 4 is 23 people, consisting of 11 women and 12 men, while Class 5 is 23 people, consisting of 14 men and nine women, and finally, grade 6 is 19 people, consisting of 9 women and ten men, to facilitate understanding, the number of students will be presented in table form, as follows;

Table 1 Number of Students

No	Gender	Class Group		
		Grade 4	Grade 5	Grade 6
1	Man	12	14	10
2	Woman	11	9	9
3	Number of Classes	23	23	19
4	Total	65 people		

After we know the people involved in the MESSAGE MAMA program, we look at the activities contained in it. Because the program's name is Pesantren overnight in madrasahs, the implementation time is one night. Specifically, the activity lasts for two days and one night from November 11, 2022, to November 12, 2022, although it is not full-time, only from 13.00 noon to 08.00 pm.

The MESSAGE MAMA activities are formality/ceremonial, daily, and training/competition activities. The formality/ceremonial activity is the opening activity of the Master of Ceremony (MC), followed by remarks from the Chief Executive and Head of the Madrasah. Daily activities include rest, sleeping, eating, and worship, such as praying and reading the Qur'an. Training/competition activities are programs given to students to hone children's creativity and life skills; among these activities are training in making Ecoprints on fabrics, memorizing the Qur'an and Hadith, short lectures, and sports. The activity was closed by giving testimonials or impressions and hopes of students who had participated in the program and the announcement of the winners of the competition and prayer together, along with the rundown table of MAMA's MESSAGE;

Table 2 Program Rundown MESSAGE MAMA			
Friday, 11 November 2022			
Hour	Activities	PJ	Ket
13.30-14.45	Opening of MESSAGE MAMA activity	Mr. Gio	
	Remarks from the chairman of the committee	Mr. Fani	2 minutes
	Greetings from the Head of Madrasah	Mrs. Iin	3 minutes
	Preparation of rest areas	Mr. Anam	

14.45-15.00	Asr prayer in congregation	Pak Udin (priest)	Conditioning by Companion assisted by the committee
15.00– 16.45	Workshop and manufacturing practice Ecoprint on fabric	Mrs. Yuli	
16.45– 17.15	Istirahat (MCK)	Accompanying teacher	Mrs. Fida, Mrs. Reni, Mr. Anam, Mr. Gio
17.15– 17.45	Dinner	Mrs. Putri	
17.45– 18.00	Maghrib prayers in the congregation	Mr. Dedi (priest)	Conditioning by Companion assisted by the committee
18.00–19.00	Tahfidz	Tahfidz Companion	4th Grade: Mrs. Lina 5th Grade: Mrs. Putri Class 6 : Mrs. Wildi
19.00– 19.30	Isha prayed in the congregation	Mr. Aminor (priest)	
19.30– 20.00	Rest (snack)	Mrs. Putri	
20.00– 21.00	Film review competition	Mr. Aminor	
21.00– 21.30	Sleep preparation	Accompanying teacher	Mrs. Fida, Mrs. Reni, Mr. Anam, Mr. Gio
21.30– 03.30	Rest (sleep)		
<b>Sabtu, 12 November 2022</b>			
03.30– 04.15	Fajr prayer in congregation	Mr. Fani (priest)	Conditioning by Companion assisted by the committee
04.15– 05.00	Deposit of memorization of the Qur'an	Tahfidz Companion	4th Grade: Mrs. Lina 5th Grade: Mrs. Putri Class 6: Mrs. Wildi
05.00– 05.15	Cultum and Murajaah memorization of the Quran	Mrs. Wildi	
05.15– 06.00	Sport	Mrs. Dwi, Mr. Udin	
06.00– 07.00	Rest and breakfast	Mrs. Putri	Conditioning by Companion assisted by the committee
07.00– 07.30	Message reading	Mr. Fani	
	Hadith / Prayer memorization competition	Mrs. Laila	
07.30– 08.00	Announcement of the winners of the competition and closing of the event MESSAGE MAMA	Mrs. Eni Mr. Aminor	Winners Prayer

### 3.3 Learning Strategies and Methods in MAMA MESSAGES

Several terms resemble methods, such as strategies or approaches. That is why many writings always juxtapose strategies or approaches with methods in learning, so before we discuss learning methods, it is also good to mention a little about strategies and approaches. The strategy is a plan and steps that must be prepared to carry out the learning process, while the learning method is the implementation technique. (Lufri, et al, 2020) It can be interpreted that learning strategies and methods are an approach taken by an educator or civil servant to transfer the knowledge to be given to students through the proper method with appropriate principles to facilitate the educational process so that learning runs effectively and efficiently.

Through some of the series of activities above, we can see the methods and strategies used in the learning process, including the *Suri tauladan* method, more often known as a demonstration; this method is a learning technique that requires figures or figures that are described as someone to be imitated and plagiarized by students, (Bando and Elihami, 2021), (Tamarugi, Sangi, and Kambey, 2021), in general, this method is often used by pesantren education in its educational process, the method of giving examples can be seen from teachers giving examples, for example when praying and reading the Qur'an in the mosque. The action learning method or project learning is a learning method that seeks to provide opportunities for children to solve problems and create something with their creativity and effort. Independent (Ardimen, Yulitri, and Gustina, 2019) (Aditama et al., 2022) make something that is not only beautiful but functions so that it is economically valuable. Thus, the child's life skills will increase; an example of activities that use this method is making eco prints on fabric.

The following method of habituation teaches students to do and make life patterns and routines intentionally and continuously so that they will automatically be embedded into their subconscious and become a habit (Angdreani, Warsah, and Karolina, 2020). This method is used when training the discipline of students, such as how to eat, bathe, and do obligations such as worship, then strategies with a child's visual intelligence approach; this approach departs from Gardner's theory of visual intelligence (Fadilah, 2019) so that it utilizes audio-visual media, namely media that utilize the development of electronic technology that can display sound and images, (Muhamad and Rahmat, 2022) in this case in the form of films, students will analyze films by combining group discussion methods in the implementation process.

Finally, the method used is the memorization and competition method; the memorization method is an activity that seeks to bind and keep something deliberately in the human brain; this method trains a person's impression (memory) to be able to store something so that they can recite it without looking at the text or script, (Ali, 2020) this method is used in the MAMA MESSAGE program to memorize Hadith and the Quran, while the competition method is a learning method by utilizing individual or group competition and competence, in order to support and provide learning motivation and at the same time measure its ability to understand and practice the learning that has been given (Baehaqi, 2020).

### **3.4 MESSAGE MAMA program develops creativity, life skills, and religious**

Three agendas are the main activities in PESAN, PESAN, and MAMA, namely ecoprint training, film reviews, and habituation of worship; the activities run well to provide stimulation to children in developing children's creativity, life skills, and religion, to be analyzed, the process of these activities will be described.



First is ecoprint training, which resembles batik activities, but if it is usually printed with tools, ecoprint is made by utilizing plants in the surrounding environment. Ecoprint training is guided by Yuli, an educator at Al Kautsar; the process is first for students to see the tutorials on YouTube. After the children have an idea of the activities they will do, the speaker will lead and explain step by step how to make artwork using the eco print, start putting a cloth on the floor, then choose the leaves that have been brought by students, as well as stringing them onto the fabric in beautiful patterns, After putting clear plastic to squeeze the leaves and cloth, then beaten until the leaf fibers come out and stick to the fabric, after finishing, the cloth is rinsed to remove leaf fibers and dried in the sun. It becomes a 2-dimensional work of art, namely, batik crafts using eco-print techniques; the work will become a life skill for students if they want to have a career and make a clothing business or other crafts using eco-print fabrics.

The second is a film review; Aminor moderates the activity to inform the rules and procedures for film review so that children understand what needs to be considered in participating in the activity; during the process, students are gathered and divided into several groups to watch an Islamic film, namely the story of the prophet's companions, then after completion, students are required to write and describe what they see, Such as the characters, the story, the setting, the cinematography, and others, because this activity uses video and information technology, the activity will be able to interest students to prefer a good and helpful spectacle for their future lives. Thus, the negative impact caused by the progress of the times will not pollute the development period of the generation of civilization.

The third is the habituation of worship; the activity is the soul of the whole series contained in the MESSAGE MAMA because the most fundamental reason conveyed by the person in charge, the MESSAGE MAMA program is intended to provide projections and images to students about the lives of students, while the implementation process is to hold congregational prayers, recite/read and memorize the Qur'an and hadith, As well as training it with short lectures, so that it is expected that students will not only learn, but practice and relearn the knowledge they have mastered, habituation to worship can increase the religion of an individual or group. Thus, violations and actions that violate social norms, let alone religion, will disappear.



(a) Ecoprint Images

(b) Pictures Watch Movies

(c) Worship Images

## Conclusion

To neutralize the progress of the times that look cool but sometimes have negative impacts, such as weak life skills, uneducational spectacles consumed by generations of civilization, and actions and traits that violate social and religious norms are increasingly rampant, the Al Kautsar Yogyakarta Foundation created a program that resembles pesantren education called the MESSAGE MAMA program, namely Overnight Pesantren in Pesantren.

MESSAGE MAMA is followed by Madrasah Ibtidaiyah students in grades 4 to grade 6, along with being guided by educators in the educational process; the learning methods are very diverse and rich, such as exemplary methods, visuals, memorization, habituation, and games/competitions, while the series of programs are very dense, ranging from formalities, daily activities, and training activities and competitions, all student activities are well planned from beginning to end.

All activities contained in the MAMA MESSAGE program have at least three main activities; in addition to distinguishing and being the uniqueness of the program, this main activity is also a core solution to the problems raised in this study; these activities are 1) Ecoprint Training on fabrics, 2) Film review, 3) Refraction of worship has succeeded in providing stimulus for students to develop creativity, life skills and religious. Through these three provisions, humanity's problems will be more easily resolved.

## Acknowledgments

### Author contribution statement

Basically, the MESSAGE MAMA program is a routine program carried out by the Al Kautsar Foundation, but due to the long pandemic, it could not be carried out several times. After getting courses in program innovation practice and learning, researchers and several teachers tried to revive empowerment and community service, in this case, aimed at grade 4 to 6 students of madrasah ibtidaiyah, to create the MESSAGE MAMA program.

Therefore, thanks to the Al Kautsar Foundation for allowing and even fully supporting, starting from the place and cost when the program takes place. Besides that, the researcher also thanked the lecturer who taught the program innovation and learning practice course because, without his direction, the development of ideas for creating scientific papers in front of this reader would never have happened.

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