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Social Interaction Dynamics of Accelerated Students Labelled 'Introverts' in Islamic Boarding School Education System

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Abstract

This study examined the social dynamics of Smart Class Initiative (SCI) students within a pesantren-based education system at SMA Unggulan Haf-Sa Zainul Hasan BPPT Genggong Probolinggo. Drawing on Howard Gardner's theory of multiple intelligences and the Indonesian Ministry of Education Regulation No. 12/2024 on gifted education, the research addressed common social challenges among excellent students, such as feelings of alienation and reduced peer interaction. Using a qualitative case study approach, data were gathered through in-depth interviews, participant observations at school and dormitory settings, and literature reviews. Data analysis followed the Miles and Huberman model and Johnny Saldana's coding techniques. The findings revealed that SCI services did not create social gaps between SCI and regular students. Pesantren activities have encouraged active social engagement manifested through academic collaboration and mutual support. From Alfred Adler's perspective, regular students' feelings of inferiority stimulated positive social compensation reinforced by Islamic ukhuwah, resulting in an inclusive environment. The study highlighted the pesantren's role as a mediator that has prevented introversion among excellent students. However, its single-site focus limits generalization, indicating the need for future comparative research.

Keyowords: SCI, Multiple Intelligences, Social Interaction, Pesantren Education, Talented Students

A. Introduction

Education is a fundamental element in developing individual potential (Pristiwanti et al., 2022) including students with extraordinary abilities or exceptional intelligence (Rahayu, 2021). In this context, Howard Gardner's theory of multiple intelligences provides important insights into the diverse intelligences each individual possesses. Gardner identified nine types of intelligence: linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential, demonstrating that each child has a unique way of learning and interacting with the world (Gardner, 2000). Therefore, education needs to be tailored to each student needs and potential, so they can develop optimally.

Islamic boarding school education in Indonesia is a unique educational system, where students not only study religious and academic knowledge but also live together in a community that emphasizes intensive social interaction, such as class discussions, evening activities, and joint-religious study (Sunardi et al., 2025). In this context, accelerated programs are introduced for excellent/ smart students who can complete the curriculum more quickly, but this often creates complex social interaction dynamics, especially for students labeled 'introverts', namely individuals who prefer internal reflection to active external interaction (Schat, 2012).

Regulation of the Minister of Education, Culture, Research, and Technology No. 12 of 2024 also plays a role in developing education for exceptionally excellent students. This regulation establishes a framework for a flexible and adaptive curriculum, allowing students with high intelligence to engage in more challenging learning processes tailored to their interests and talents, allowing them to develop their potential optimally (Fitri, 2021).

This social labeling can reinforce stereotypes, where introverted students are perceived as less able to participate in the norms of the pesantren group, thus creating a gap between their academic potential and their marginalized social experiences. This gap arises because previous research have not thoroughly examined the impact of the introvert label within the pesantren system, although general studies on introversion indicate their superiority in deep thinking (Schat, 2012), those have not been integrated into the context of pesantren education that demands collectivity.

Social interaction challenges for accelerated students labeled as introverts in Islamic boarding schools include, for example, a student known as "quiet" often avoids class discussions due to pressure from peers to actively speak, leading to negative assessments from teachers as "unsociable students" despite their excellent in exams. A similar case occurred where introvert students in the accelerated program experience isolation during the evening recitation activity, where they were forced to join large groups, triggering internal conflict and decreased motivation to learn. Furthermore, being labeled "introvert" by peers lead to these students being excluded from extracurricular activities, such as in sports community, which should be part of character development but instead reinforced the stereotype that they "feel incompatible with" the Islamic boarding school environment. These cases illustrate how social labeling can hinder positive interactions, even if the students have high academic potential. This suggests the need for further study to understand its impact on social dynamics in Islamic boarding schools.

Through research by Farid et al. on social interactions in modern Islamic boarding schools which more generally discussed group dynamics without dissecting personalities (Farid et al., 2024), this research fills the gap with a specific expansion focusing on introvert labeling in acceleration programs, and brings an in-depth analysis of the impact on social labeling. In the context of accelerated learning, where learners are expected to adapt quickly and achieve high academic results in a short time, introverted individuals have strengths such as the ability to focus intensely, the tendency to think deeply before acting, and strong listening capacity, which can be a major asset if effectively integrated into the educational design. Kapil Dev Regmi's (2016) research reviewing Susan Cain's book "Quiet: The Power of Introverts in a World That Can't Stop Talking" shows that introverts often excel at independent work and deep information processing, which directly supports high academic potential in accelerated programs. However, without recognition this learning style, as Cain suggests through Regmi, the education system tends to marginalize introverts, thus inhibiting the expression of their potential, a problem that is exacerbated by psychological distress such as anxiety and social isolation (Regmi, 2016), as identified by Shazia Shahzadi et al. (2024) in their research on accelerated learning.

Based on these findings, an intrinsic contradiction is revealed, while acceleration utilizes the strengths of introverts for intense focus and time efficiency (Regmi, 2016), learning approach ignores this differences in learning

styles and creates obstacles, such as decreased motivation and isolation. (Shazia Shahzadi dkk., 2024). Eva Godfrey dan George Koutsouris (2024) strengthens this analysis by emphasizing that education systems often fail to design equitable learning environments, so that introverted learners in acceleration cannot optimize their potential.

By integrating Cain's recommendations stated in the study (Regmi, 2016) to provide flexible space and acknowledge introverts' learning rhythms, as well as suggestions (Godfrey & Koutsouris, 2024) for inclusivity, and adapting methods from Shazia Shahzadi et al research (2024), educators can transform acceleration into a process that supports all learning styles. This not only reduces psychological stress but also increases the overall effectiveness of learning, demonstrating that integrating introverts' strengths into acceleration is not optional, but essential for equitable and effective education.

Based on several previous studies, there has been no in-depth study on social labeling of 'introvert' in the context of Islamic boarding school education, although the state of the art in social psychology has discussed labeling in general. For example, previous studies by (Goffman, 2022) on stigma, and (Schat, 2012) on introversion, have focused on general or Western contexts, but have not explored how this labeling operates in the unique environment of Islamic boarding schools, where religious and collective norms demand active participation that may conflict with introverted personalities. The study (Sunardi et al., 2025) on Islamic boarding schools focused more on traditional and modernization aspects, so that a gap appears in the understanding of social marginalization in this environment. Thus, this study strengthens the state of the art by filling this gap, with a specific study examining the dynamics of introvert labeling in Islamic boarding schools, and understanding the challenges of inclusion in this educational system.

The acceleration program aims to provide optimal growth space for Smart, Special, and Talented students so that their potential can develop optimally (Ministry of Religious Affairs of the Republic Indonesia, 2024). In 2024, the acceleration class at the Haf-Sa Zainul Hasan BPPT Genggong Probolinggo Flagship High School was renamed SCI (Smart Class Initiative) with permission from the government because the SCI program changed the entire system at school and only a few schools could implement this SCI system. In this SCI system, as an effort to measure student achievement, the Haf-Sa Zainul Hasan BPPT Genggong Probolinggo High School has UKBM (Independent Learning Activity Unit).

Based on the results of the pre-research, researchers obtained a comparison between acceleration services at SMA Unggulan Haf-Sa Zainul Hasan BPPT Genggong Probolinggo and MAN 4 Jombang which is the only MAN in Jombang implementing of the SCI program curriculum that serves 3 types of learning speeds, namely Fast Learning Group, Medium Learning Group, and Slow Learning Group. MAN 4 Jombang has a heterogeneous learning system in semesters 1-3, and homogeneous in semesters 4-5, then returns to heterogeneous in semester 6. In students' enrollment at MAN 4 Jombang, students who are able to join the acceleration group have two provisions, namely first, the students are proposed by subject teachers at the end of semester 1. Second, have a minimum pure score of 85 with the submission of 6 core subjects. Meanwhile, at the Haf-Sa Zainul Hasan BPPT Genggong Probolinggo High School, there are only two class divisions: regular and SCI. The selection of students to receive this special service is based on four criteria: first, an IQ test; second, a recommendation from the homeroom teacher; third, a minimum score of 90 in all subjects at the end of the first semester; and fourth, parental approval. Based on the background has been described, the formulation of the research problem is: "How are the dynamics of social interactions of accelerated students who are labeled 'introverts' in the Islamic boarding school education system, and what factors influence, and its implications for the student character development?"

The aim of this study is to identify these social interaction patterns explicitly through a qualitative approach, analyze the impact of labeling on student participation, and provide practical recommendations for Islamic boarding school administrators to create an environment that is more supportive for introverted personalities without sacrificing collective values at the Islamic boarding school-based Haf-Sa High School.

B. Methods

This research method used a qualitative approach with a case study to analyze the dynamics of social interactions of SCI students in the Islamic boarding school-based education system at SMA Unggulan Haf-Sa Zainul Hasan BPPT Genggong Probolinggo. The qualitative approach was chosen because the research is exploratory (Rusandi & Muhammad Rusli, 2021), while the case study was used to examine phenomena in depth related to changes in acceleration services, credits, and SCI as well as issues of social inequality that have emerged (Assyakurrohim et al., 2022). Data collection was conducted through semi-

structured interviews, participant observation, and literature review with informants selected based on the relevance of their roles, including the principal, vice principal, guidance counselor, SCI program coordinator, subject teachers, eight SCI students, and five regular students. Triangulation of data, methods, and sources was applied to ensure the credibility of the findings by comparing the results of interviews, observations in the period of August 2024 and February-March 2025, and literature on Alfred Adler's theory, special education services, and Permendikbud No. 12 of 2024. Data analysis followed Miles and Huberman models, and Johnny Saldana (2013) through condensation, presentation, and drawing conclusions. Validity was strengthened by cross-verification between techniques and informants, while reliability was maintained through an audit trail of the entire research process. As a result, this study has a strong methodological basis to comprehensively describe the social interactions of SCI students in the context of Islamic boarding schools.

C. Result and Result and Discussion

Result

1. Social Interactions of Introverted Students

Social interaction is the process of mutual influence between individuals or groups in social life, encompassing communication, cooperation, competition, and conflict (Schaefer, 2012). This study focused on the dynamics of social interactions among accelerated students labeled introverts at Haf-Sa High School, to analyze how the boarding school environment mediates these social challenges. Using Alfred Adler's theory of individual psychology, this study explored how feelings of inferiority drive compensation through social cooperation, integrated with the Islamic values of brotherhood within the boarding school.

With the right environmental support, introverted students in accelerated programs can still interact socially in a healthy manner. Teachers and counselors play a crucial role in facilitating collaborative yet non-coercive activities, allowing introverted students to express themselves in a comfortable environment (Dubee, 2022). With an inclusive approach, introverted students can also adapt and thrive in challenging educational environments (Khodabandeh, 2022).

Based on the research results conducted by Sejati & Jaelani, explained that students' social interactions are successfully facilitated according to their individual tendencies by implementing Project-Based Learning with differentiated

Student Worksheets (LKPD). This approach supports the creation of healthy, equal, and inclusive social interactions in the learning process, thereby increasing comfort, participation, and comprehensive conceptual understanding (Sejati & Jaelani, 2024). Widya, in her article, also explained that the influence of the learning methods applied by educators can influence students' social interactions. Social interactions that occur in the classroom are in accordance with the principles of social psychology, where each individual is able to behave, think, and adapt in the context of social situations. Personality differences actually become a strength in building healthy and productive classroom dynamics (Widya & Muhammad, 2021).

Yusuf et al. explained that smooth interpersonal communication processes can help introverted students exchange ideas, solve problems, and make decisions together. In this case, Guidance and Counseling services can help introverted students overcome barriers to social interaction. The presence of Guidance and Counseling can increase self-confidence, help students express feelings and adapt to social environments through various approaches (Ardiansyah & Cahyningrum, 2023). According to Wahdatul et al., environmental influences, learning methods, and collaboration in the learning process are important to support students' social interactions and help them develop communication, critical thinking, and collaboration skills. An inclusive learning environment and adaptive teaching strategies will encourage all students to reach their full potential (Aulia & Thobroni, 2024).

2. Review of Smart Class Initiative Services (SCI)

The Smart Class Initiative (SCI) service, or acceleration, at Haf-Sa Zainul Hasan BPPT Genggong Probolinggo's was one of school supports for the needs of special students with high academic potential. This service has allowed students to learn in a shorter timeframe than the regular curriculum, helping them stay motivated and avoid feeling overwhelmed by material they have already mastered.

The program at Haf-Sa Zainul Hasan High School facilitated them in building social skills through collaborative activities, thus maintaining good relationships between accelerated and regular students. It was expected to help reduce the potential for social isolation and increase mutual respect within the school environment. The Smart Class Initiative (SCI) service implemented at this high school provided opportunities for students to not only excel academically but also develop balanced character and personality (Ghina Mr. & Ruslan, 2022).

In this discussion, researchers identified three stages necessary to implement the Smart Class Initiative Service. These stages included planning, implementation, and evaluation. First, at the planning stage, the school got a reference from the government, namely the Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024 which states "Students who have the potential for Special Intelligence can be given accelerated fulfillment of the study load, and/or deepening and enrichment of learning outcomes related to the Merdeka curriculum as an individual service and not in the form of a learning group" (Permendikbudriset No. 12 Tahun 2024). One learning group did not refer to 36 students then made into an SCI class, but if there was one or two students in regular categorized as Special Intelligence Student, they would be gathered in one class. Therefore, one SCI class at Leading High School only consisted of 9 students in grade XI and 8 students in grade XII in the academic year 2024/2025.

According to Harrington, in the process of identifying intellectually talented students, teacher recommendations have an important role. As parties who interact directly with students in the classroom environment, teachers have in-depth insight into the academic abilities, creativity, and potential of students which may not be fully reflected in standardized test results (Gubbins et al., 2021).

Students who have been officially selected to receive services gathered and entered the SCI class starting from grade X semester 2. This homogeneous class type was the best solution that has been chosen by the school in an effort to optimize the Teaching and Learning Activities process for students who received the Smart Class Initiative Service. When the SCI class was made heterogeneous, the subject teachers who handled the class became confused because they had to teach two types of students. For the students themselves, in addition to being hampered in understanding the subject, they also studied more often outside the classroom because they were no able to focus when they stayed in the classroom. Therefore, Smart Class Initiative put students together in one class during semester 2 in order to not causing underachievement for students who fell into the SCI category.

In a study conducted by Imam Nawawi et al., it explained that the requirement for an educator to be eligible for the Smart Class Initiative is that they are liked by their students (Nawawi & Swandari, 2021). Related to this, researchers found that at Haf-Sa High School, student involvement in teacher performance assessments became a major concern. Not all problems in the teaching and learning process originated from students, as some educators also

hindered their students' development. Therefore, educators were able to balance and understand the needs of students who fell into the SCI category. Research conducted by Jumad showed that the inhibiting factors in the implementation of the Smart Class Initiative Service are teachers commitment and parental support (Jumad, 2021). In this regard, researchers found that educators at the research location were fully committed to both supporting and providing services to Smart Class Initiative.

Second, during the implementation of teaching and learning activities, the majority of educators selected in the Smart Class Initiative conducted the same activities as in the first meeting, namely discussing with students regarding the learning model that would be implemented throughout the semester. Researchers found that the guidance module used in learning in the Smart Class Initiative was the UKBM (Independent Learning Activity Unit) created by each educator. Through the UKBM module, students could immediately understand the material that would be taught throughout the next semester and worked on the assigned questions.

Research conducted by Devy Nursanty et al. revealed that the methods used in learning for SCI include lectures and assignments (Nursanty et al., 2023). Meanwhile, researchers found that at this research location, Teaching and Learning Activities in SCI more often used PBL and PjBL learning models with discussion methods and a few icebreaker methods in the middle of the lesson. Learning in SCI classes used a Student-Centered Learning model where students received fewer explanations and worked more on problems and honed problem-solving, critical thinking, and language skills that were targeted and oriented towards the next level of education.

There was less material explanation in SCI classes because students were required to meet targets and consistently complete practice questions. The research approach conducted by Sumarni et al. also supported the creation of a flexible, student-centered learning model, which is essential for meeting the needs of students with exceptional intelligence (Sumarni et al., 2024).

When students participated in competitions such as research, they were required to participate in training and research outside of school for several months, reducing their school time. Therefore, students should be able to meet their semester targets. If they did not meet them, clinical sessions or additional hours would be held to increase their grades, with a maximum time limit of two

weeks. In the Special Smart Class for the 2024/2025 academic year, only one student participated in clinical sessions.

Third, in the evaluation stage, researchers found that the selection of students who fell into the SCI category cannot be based solely on IQ tests and student interests. It stated that students who have been selected into the SCI class were not only required to be intelligent, but also should have a sense of responsibility and consistency in learning. Asfahani, et al. stated in their research that the Living Values Education Program (LVEP) approach can be applied to students who fall into the Exceptional Intelligence category to develop values such as responsibility, peace, and respect in the learning process. This aims to create a conducive learning environment for students who have special needs in their intellectual and emotional development (Asfahani & Fauziyati, 2020).

Placing students with SCI Category into one class has a significant positive impact. Students gain more freedom to achieve self-actualization without feeling burdened by the academic disparities of other students (Utami, 2023). In addition to minimizing discrimination and social stress that occur in heterogeneous classes, this homogeneous class type can also encourage healthy competition, increase self-confidence, and maximize potential across academic, psychological, and social dimensions.

3. The Impact of Implementing SCI Services Labeled 'Introvert' on Student Social Interactions

The Smart Class Initiative Service is designed to provide optimal educational services for students with high intellectual abilities. However, behind its academic goals, there are social dynamics that emerge, particularly in the social interactions between SCI students and regular students (Mutia, 2020). Regular students often view SCI students as an "academic elite," while SCI students feel the burden of identity pressure to consistently excel. In some cases, regular students can feel inferior or insecure, while SCI students can feel isolated because they are perceived as different by their social environment. However, this apparently did not emerge at Haf-Sa Zainul Hasaan Genggong Probolinggo's Top High School, Mrs. Nuning Sabila Khoiroh stated that during her time as the person in charge of the SCI class, there were no major conflicts or feelings of discomfort between regular students and SCI students either at school or at the Islamic boarding school.

> *"So far, it's definitely a different feeling from regular students who sometimes say, "Wow, accelerated students, accelerated students." But*

> *for the SCI students themselves, it's not too much of a concern, and so far, thank God, there have never been any cases. The SCI students also have their own awareness and still mix with the other students. So far, there haven't been any serious gaps like that. At the Islamic boarding school, it's still safe because they're still on the same floor as the 11th graders or their classmates. So, at the boarding school, they still mix and are not separated and isolated".* (Nuning Sabila Khoiroh, Interview, August 2024).

Based on the interview results with an English Subject Teacher, the introvert label that was attached to students who belonged to Smart Class Initiative (SCI) was only because they did not have time to join other friends during school hours, *"In my opinion, these SCI students aren't really introverted; in fact, I think they're extroverted. They also have a better time socializing with their friends. Perhaps the Axel students are labeled introverts because they don't have time to play and relax, thus reducing their interactions with other friends" (Nor Aini, Interview).*

According to Ms. Ika, a computer science teacher, SCI students are more active than regular students, possibly due to the demands and interests of the students themselves. Regarding student social interactions, Ms. Ika stated that during her time as an educator at Leading High School, student interactions both at the boarding school and at school have remained positive.

Ms. Anggi, the biology teacher in the SCI class, also stated that, *"There's not much of a gap between the students, because they also interact at the boarding school, even they do seem less open at school, as they strive for targets. Thankfully, so far, there haven't been any serious cases of bullying. At most, it's just "Wow, SCI students, SCI students."* (Anggi Dwi Putri, Wawancara). Mr. Harisul Islam also gave his interested opinion about the students learning process of Smart Class Initiative at the Leading High School Haf-Sa Zainul Hasan BPPT Genggong Probolinggo, *"In my opinion, Islamic boarding schools really sharpen students in many aspects, such as time management, especially discipline. From what I've seen, the reason students are so strong is because when they come home from school, they meet their friends at the boarding school, leaving them feeling refreshed".* (Harisul Islam, Wawancara).

In certain contexts, the presence of SCI students can motivate regular students to study harder. Meanwhile, SCI students can benefit from the support of regular students when they meet at the Islamic boarding school. This is in line with

what was conveyed by one of the regular students in grade XII, Moch. Ilham Akbar Habibie.

> *"Alhamdulillah, friends at the boarding school support if there are friends who belong to accelerated program. Sometimes after finishing the boarding school activities, they should continue studying for meeting the learning target, so we understand, we don't disturb them, and don't make noise when entering the room. Accelerated students at the boarding school always join with regular students, and we also care to the accelerated students. We don't let anyone be introvert, why? Because we are afraid if they'll get frustrated. We know at school, they're already full of learning targets from morning to evening and sometimes even continued to the boarding school. So, there must not be any introverted accelerated students, because the environment, and friends at Islamic Boarding School support them".* (Moch. Ilham Akbar Habibie, Interview, February 27, 2025, Classroom of Haf-Sa Zainul Hasan BPPT Genggong Probolinggo Top High School).

Based on the interviews result with regular students, Sukma Dina Lestari explained that she has a positive relationship with the SCI students who are at the same grade and stay in the same boarding school. Regarding the interaction that occurs between SCI students and regular students, she added that it is like a mutual symbiosis where regular students can ask more questions and ask SCI students as tutors when they do not understand certain subjects.

> *"The SCI students aren't introvert; in fact, we're very close with our classmates, even though we're seniors. We'll graduate together. The boarding school is also very supportive of SCI. So, there are no obstacles for SCI students here. The school and the boarding school work together, and as regular students, we also support this SCI service. I even applied to be an SCI student, but I decided not to continue. I don't want to graduate early". (Sulufa Pahlefiani, Wawancara, 28 Februari 2025, Ruang Kelas SMA Unggulan Haf-Sa Zainul Hasan BPPT Genggong Probolinggo).*

A regular student in grade XII named Sulufa Pahlefiani also said that the Islamic boarding school is very supportive of the SCI Service and he said that SCI students are not introverts, in fact, they are very close to their seniors.

Discussion

Social segregation between SCI and regular students at Haf-Sa Zainul Hasan BPPT Genggong Probolinggo's high school is primarily driven by differences in

learning rhythm, academic load, and program structure. SCI students complete a semester in just three months and are not required to participate in leading programs or extracurricular activities, although they remain active in school competitions and research. While this pattern has the potential to create social barriers, the integration of Ukhuwah values in the Islamic boarding school acts as a mediator that prevents discrimination and stereotyping, as emphasized by Wahib & Surur (2020). Interviews with teachers and students revealed that SCI students continue to keep interaction and communication at the boarding school, preventing the label of introvert from developing into social isolation.

Related to research by Yaoumiel et al. (2023) revealed that the success of acceleration is also determined by productive school activities that foster healthy interactions between SCI and regular students. This finding parallels conditions at this research site, where, despite limited daily interactions, collaboration through the Student Community (OSIS), the Leading Program, and training and competition activities has fostered positive relationships. The lack of direct interaction actually has created a neutral psychological boundary preventing academic jealousy. The researchers found that the dynamic has increased regular students' learning motivation, while SCI students have learned to appreciate the diverse learning rhythms of their peers, thus maintaining social relationships without conflict.

A deeper interpretation based on Alfred Adler's inferiority-superiority theory found that regular students who feel academically inferior compensate through social cooperation, such as asking SCI students for help related to difficult subjects. Conversely, SCI students balance their academic superiority by socializing at the boarding house, and providing mentoring before exams; reflecting the concept of social interest as an indicator of psychological health (Farsi, 2022; Adler, 1931/2025). Interviews with teacher Nor Aini and regular students such as Moch. Ilham Akbar Habibie confirmed that SCI students have continued to seek social at the boarding house, as a result there were no serious conflicts at either the school or the boading house (Nuning Sabila Khoiroh, Interview, 2024).

The integration of Islamic brotherhood values and Adler's social compensation gave birth to a model that examined identification as the Pesantren Social Compensation Model, namely a cooperative mechanism that balances the inferiority of regular students and the academic superiority of SCI students through interactions in pesantren. This model differs from the research of Urbaningkrum et al. (2024) and Sejati & Jaelani (2024) which discussed acceleration without the context of pesantren. Field findings indicate that pondok

acts as a social space that minimizes segregation, increases collaboration, and strengthens academic, social, and emotional development. Thus, the implementation of SCI not only accelerates academic achievement but also builds an effective inclusive interaction ecosystem in the context of pesantren-based education.

D. Conclusion

The research findings indicated that the implementation of the Smart Class Initiative Service (SCI) at Haf-Sa Zainul Hasan BPPT Genggong Probolinggo High School has not created significant social disparities, because interactions between SCI and regular students are effectively mediated by Ukhuwah culture instilled in Islamic boarding school. Although SCI students are labeled introverts due to academic burdens and time constraints, interviews with teachers and students indicated that they still socialize at the boarding school, establishing reciprocal relationships, and providing mutual academic and emotional support. This dynamic aligns with Alfred Adler's inferiority-compensation theory, where regular students who feel academically inferior compensate through social cooperation, while SCI students balance their academic superiority with social engagement at the boarding school to avoid isolation. Thus, SCI services in the Islamic boarding school environment not only has accelerated academic achievement but also has created an inclusive social ecosystem through collaboration, emotional support, and equal interaction, making it more effective than the acceleration model in public schools.

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