

The Role of Islamic Boarding Schools in Promoting Innovation in Islamic Education Through Grand Art Performances by Graduating Students (Spectacular Shows) As A Medium for Learning and Character Building

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ABSTRACT

Islamic boarding schools play a significant role in education. As the oldest educational institutions, they have made important contributions to shaping the character of students. Although considered to be lagging behind in terms of the latest innovations, they have created stunning art performances and used art as a medium for Islamic education and learning. This study aims to describe the role of Islamic boarding schools in encouraging innovation in Islamic education through a grand art performance by graduating students (spectacular show), the media, and the impact on student motivation and competency development. The research method used is a descriptive qualitative approach by exploring information through the implementation of the grand art performance of final year santri (spectacular show) and the impact of the grand art performance of final year santri (spectacular show) on learning and the character of santri.

Keywords: Islamic boarding school, innovation, Islamic education, art performance, learning media, character building

Introduction

Islamic religious education plays a significant role in shaping and strengthening the character of students in the current era by instilling principles and teachings based on religion. The goal is to develop individuals with perfect character, but over time, the objectives of Islamic education have become more complex and diverse. ¹This proves that Islamic boarding schools must continue to adapt to the times and remain relevant and provide the best quality education.

¹ Ahmad Qhusyaeri, Khoiriyah, Inovasi Pendidikan Pesantren Melalui Program Dirosah Idhofiyah (Dars) Di Pondok Pesantren Riyadlus Sholihin, *Dar El Ilmi: Jurnal Keagamaan, Pendidikan dan Humaniora*, Vol. 11, No.2, Oktober 2024. 123.

Islamic boarding schools that are able to combine traditional education with science and technology will be the choice for people who expect a balanced education between religious knowledge and life skills in the future.

In the future, the regulation of education in Islamic boarding schools has been stipulated in Law No. 18/019 on Islamic boarding schools as part of the government's recognition that Islamic boarding school students also fought for and defended Indonesia's independence. Not only that, the law explains that Islamic boarding schools as a system have their own uniqueness and develop within the community as educational institutions, forums for spreading Islam, and community empowerment institutions.² The elements required for the establishment of an Islamic boarding school are a dormitory, a religious teacher, a mosque, students, and the teaching of classical texts.

Pesantren itself is a product of the indigenous education system that has historical, cultural, and social roots in Indonesia. Pesantren represents a unique education between social, cultural, and religious dimensions.³ The presence of pesantren in the modern era today is not only as an Islamic educational institution that is known to be behind in terms of technology, culture, and art, but this can be proven by implementing integral education, not only providing pesantren education or teaching materials. However, how can students obtain more meaningful learning while still instilling pesantren values from the outset, both through formal and non-formal education or through activities within the pesantren. Amidst the current global competition, it is hoped that every santri will be able to compete more competitively. To support this, it is necessary to develop and improve the quality of human resources.

Through the development of creativity, santri activities bring innovation and breakthroughs to the learning process, not only instilling religious knowledge. Pesantren itself is an educational institution known for using an approach that combines religious learning with character building and life skills, which is proof that the approach is based on a holistic educational approach. Not only does it educate students in terms of religious knowledge, but it also equips them with practical skills and good character. One of the most important parts of pesantren education is extracurricular activities such as sports, arts, and survival skills, which encourage physical development, mental and social development of students.⁴ Through non-academic extracurricular activities such as the grand art performance by graduating students (spectacular show), an effort is made to develop the students' artistic and creative abilities. Not only that, this event also showcases artistic talents in the form of plays with themes related to learning activities and the education system at Islamic boarding schools, traditional Indonesian dances, and so on.

² Sahara Adjie Samudera, Undang-Undang Pesantren Sebagai Landasan Pembaruan Pondok Pesantren Di Indonesia (Studi Kebijakan UU NO. 18 Tahun 2019), *Fahima: Jurnal Pendidikan Dan Kajian Keislaman*, Vol. 2, No. 2, Juli 2023, 190

³ DR. Mohammad Arif, MA, *Urgensitas pesantren dalam inovasi pendidikan*, (Kediri: IAIN Kediri Press, 2019), 24.

⁴ Khoridatul Bahiyah, Fitri Ayu Kurnia, Integrasi Ilmu dalam pendidikan pesantren: studi kasus Ekstrakurikuler pencak silat di pesantren raudlatul ulum 1, *QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, Vol. 3, No. 1, Februari 2025, 259.

This activity can be used as a benchmark for the success of character education, in the form of independence, mutual cooperation, and togetherness. It is hoped that in the future, santri will become individuals who not only master religious knowledge but are also ready to face life's challenges. In this regard, Islamic boarding schools offer extracurricular activities such as spectacular shows for graduating santri, which are not only a means but also a medium for learning in Islamic education to strengthen the character of santri through innovation and their artistic works. Given the issues raised above, the researcher addresses the role of Islamic boarding schools in promoting innovation in Islamic education through the grand art performance of graduating students (spectacular show) as a medium for learning and strengthening the character of students.

Method

This study uses a descriptive qualitative method. This approach was chosen because it is relevant to the characteristics of the problem in the field, focusing on the study. In line with Creswell's definition, qualitative research is conducted to understand existing symptoms or phenomena.⁵

Location and Data Sources

The data sources for this study were obtained from reviews covering:

1. Books on Islamic boarding schools, Islamic education, educational innovation, art performances, learning media, and character building.
2. Articles from nationally and internationally accredited journals.
3. Research documents related to Islamic education innovation methods in Islamic boarding schools, art performances at the Wali Songo Ngabar Islamic boarding school, and character building and learning systems.

Data collaction Techniques and analiysis data

According to Creswell, qualitative research is conducted to understand existing symptoms or phenomena. This is done by interviewing and asking questions to participants, then collecting information for analysis. The results are compiled into a written report.⁶ This method emphasizes meaningful exploration, understanding, and real events or phenomena. Using this research method will uncover information about the role of Islamic boarding schools in promoting Islamic educational innovation through grand art performances (spectacular shows) as a medium for learning and strengthening the character of students, focusing on narrative and descriptive data in both oral and written form from several aspects involved.

research objectives

This study aims to provide a clear picture of the role of Islamic boarding schools in promoting innovation in Islamic education through grand art

⁵ Sulasman, Fadlil Yani Ainusyamsi, Islam, SE ni Musik, dan Pendidikan Nilai di Pesantren, Pangung, Vol. 24, No. 3, September 2014, 226.

⁶ Rifka Agustianti dkk., Metode Penelitian Kuantitatif dan Kualitatif, Tohar media, 2022. 152.

performances (spectacular shows), which are expected to serve as a medium for learning and strengthening the character of students, without any manipulation in the research process. The subjects of this research include students, teachers, and activity supervisors. The results of the observation are in the form of documentation and field observations. It is hoped that this will provide a comprehensive picture of the role of Islamic boarding schools in providing innovation in Islamic education in order to create new breakthroughs in learning media and character building for students.

Theory study

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia, with a unique culture and educational system, making them suitable for preaching and spreading religious teachings. The system in place at these schools allows them to grow and develop across all levels of society. Asep Saefuddin states in a book entitled "Pesantren and Islamic Education: Theoretical and Empirical Studies" that pesantren play a significant role in the education of the Muslim generation. They provide a holistic education that includes religious, moral, and general scientific aspects, so that students have a strong understanding of religion and mastery of certain fields. In a study conducted by Azhari Akmal Tarigan, it is explained that Islamic boarding schools have a special role in strengthening Muslim identity, because Islamic boarding schools themselves can shape the character of students to face the problems of globalization and modernization.⁷

Mohammad Hasan explained the main points of pesantren educational innovation in terms of methods, content, and management, while according to Matuki HS, he only looked at the management of the pesantren. However, according to Amin Haedari, there are four things that need to be considered if Islamic boarding schools are to adapt to the current era, namely strengthening the intellectual capacity of Islamic boarding schools, contextualizing the classical Islamic texts, promoting a tradition of *ijtihad*, and moving from tradition to transformation.⁸

In response to the changes and developments of the current era, modern Islamic boarding schools have created extracurricular activities that are held annually for graduating classes. These activities aim to help foster innovation in Islamic education, based on observations at the boarding school. The Wali Songo Ngabar Islamic boarding school has made non-academic activities an integral part of its education system. Kuntowijoyo explains that art is a form of Islamic expression that reflects the characteristics of Islamic preaching, such as:

- a. serving as worship, *tazkiyah*, and *tasbih*.
- b. serving as a group identity.

⁷ Mardiah Astuti, Mengoptimalkan Peran Pondok Pesantren Dalam Pendidikan Islam, *Jurnal Kajian dan Penelitian Umum*, Vol. 1, No. 3, Juni 2023. Hal 157-168

⁸ Atsmarina Awanis, Sistem Pendidikan Pesantren *Jurnal Cakrawala IAINU Kebumen, Manajemen Pendidikan Islam (MPI)*, Volume: 2 NO. 2 .Tahun 2018, 59.

c. serving as poetry.⁹

Art education itself is an activity that aims to demonstrate or showcase, which in other words can be interpreted as an exhibition, show, display, or festival. The term “performance” is usually applied to music, dance, and theater (drama), while visual arts are commonly referred to as exhibitions.¹⁰ Essentially, this performance is intended to showcase achievements to be presented or introduced to the general public. Art itself, apart from being entertainment, plays a significant role in Islamic preaching, as it has a special appeal to the audience. It is hoped that this will encourage the audience to enjoy the content and practice what is conveyed in it. Strengthening or shaping character is not an easy task. Character itself is defined as a distinctive trait or pattern of behavior. Character building is not only done in the classroom. However, character building must include all stakeholders involved in education, such as the curriculum, the teaching and learning process, the school or activities within it in the form of extracurricular activities, facilities and infrastructure for all residents, and the school environment.¹¹ The character-building approach does not only focus on the educational process but also on santri art performances and non-academic skills. This shows that art itself can have a positive impact by presenting wayang as a form of Islamic preaching that has religious value and good morals.

Results

From the results of observations and documentation, it is clear that Islamic boarding schools play a significant role in promoting innovation in Islamic education through the use of spectacular shows as a medium for learning and character building. These shows will have a considerable impact on students in the future.

The role of Islamic boarding schools in promoting innovation in Islamic education through end-of-year student art performances (spectacular shows)

Islamic boarding schools have emerged in response to the changes and developments of the current era. They are considered educational institutions that do not incorporate technology into their education systems. They have created extracurricular activities that are held annually for final-year students. These activities aim to help foster innovation in Islamic education, based on observations at the Wali Songo Ngabar Islamic boarding school.

Making non-academic activities an integral part of the education system. Islamic boarding schools play an important role in creating something new in

⁹ Muhammad Sofirullah dkk, seni drama sebagai media dakwah pada santri pondok pesantren wali songo purwosari pasuruan vo/l. 6, no. 1, januari 2024, Jurnal komunikasi & konseling islam 4

¹⁰ Saiful Fallah, Penerapan Pagelaran Seni Dalam Upaya Meningkatkan Apresiasi Dan Kreatifitas Seni Siswa Di SMA, Seminar nasional evaluasi pendidikan tahun 2014, 15.

¹¹ Fauqa Nuri Ichsan, Implementasi Perencanaan Pendidikan Dalam Meningkatkan Karakter Bangsa Melalui Penguatan Pelaksanaan Kurikulum, Al-Riwayah: Jurnal Kependidikan, Vol.13, No. 2, Oktober 2021:287.

shaping the independence and creativity of students, not only focusing on the material of the Al-Qur'an and Hadith, Fiqh, and Sufism, but Islamic boarding schools also teach moral values and ethics in the form of responsibility, honesty, discipline, and teamwork through activities such as the Leksentri organization (student art lanterns), Art Gril Collaboration, Art-Man, and one of them is the grand art performance of graduating students (Spectacular Shows), which is a forum for student creativity.

Figure 1.1 Wayang kulit art



Figure 1.2 Preparing the stage for the final santri art performance



Presenting or performing several cultural dances from various regions is a form of preserving local traditions in order to maintain and promote tolerance in inter-ethnic harmony. This activity is held every year for final-year students who have completed their education at the boarding school. The final-year students' art performance not only requires dance skills but also encourages the students to continue to create stage designs from their own hand-paintings without any outside interference from the boarding school.

The end-of-year student art performance (spectacular show) as a medium for learning and character building

Through these activities, students indirectly shape their personalities or characters. Preparing for these activities encourages the development of discipline, responsibility, leadership skills, and the ability to learn how to solve problems. This proves that the success of education is not It is not only assessed

based on formal education, but also through non-formal education in a more harmonious and unconventional way. Through this activity, the students performed plays that raised the theme of the importance of learning and featured wayang performances used by the Wali Songo to spread Islam. In addition, the plays had good and exemplary attitudes that could be emulated and performed in accordance with the current era so that they could be well received by the audience. Attitudes and character building, as well as fostering a spirit of leadership, are very much needed today in order to face future challenges and compete with the current human resource competencies. In addition, when the students can build confidence in themselves while on stage, it fosters self-confidence. This is one of the objectives of the formal education curriculum.

Figure 2. 1 Drama performance



Figure 2. 2 Making a stage from a hand-painted picture



Extracurricular arts or art performances are not only a means of training students' creativity, but also encourage them to develop critical thinking, creativity, and collaboration skills, enabling them to express their ideas independently without interference from organizers or outsiders. This proves that Islamic boarding schools, with all their uniqueness, can stand and develop in line with the times and are capable of making new innovations without losing the values contained within them.

Discussion

The results of this study show that Islamic boarding schools have a significant impact on Islamic educational innovation through non-academic or extracurricular activities such as the final student art performance (spectacular show), proving that Islamic boarding schools are keeping pace with globalization

and digitalization. This can make them a forum or medium for character building in the current era, as well as a medium for learning that is not monotonous in the classroom. Ghfron (2017) explains that learning is considered successful if a school is able to provide facilities in the process of transfer of value I in the process of nation character building, as stated in the curriculum. Therefore, through the final santri art performance, which features several arts, including wayang, it can be used as a transfer of knowledge and as a medium for transfer of value.¹² This has a positive impact if this art performance is used as a learning medium so that it is not too conventional and more active rather than passive in the learning process.

Through this activity, students are also encouraged to apply current technology with cultural values in modern art performances so that they can be enjoyed by students in the current era. By looking at the results of the students' work, it can be seen that in this era, students are not lagging behind in terms of technological and digital developments. This is evident from the implementation of these activities, which require quite complex equipment and skills from the students, ranging from videography, graphic design, photography, and someone who is skilled in creating hand-painted stage backgrounds. This is proof that the interests and talents of santri are also keeping up with the times. With these activities, it is hoped that santri will understand that these activities are not just a place to express their creativity, but also a place to develop their potential and help them build self-confidence in order to prepare themselves to face problems and challenges in the future so that they can continue to adapt and create new innovations. However, character education is often only implemented in the classroom. The recent santri art performance offers a unique activity because santri are freely given the space to explore their interests and talents in a more relaxed and collaborative manner.

Through the end-of-year santri art performance, santri are indirectly encouraged to practice on time in order to produce maximum results. They learn to work together as a team because there are many requirements, ranging from costumes and event concepts to the stage, which cannot be done individually and definitely require cooperation. They also develop the ability to solve problems. This study shows that through this activity, santri become more disciplined and responsible. Extracurricular arts or final arts performances (spectacular shows) are not only a means of training students' creativity, but also encourage them to think critically, creatively, and collaboratively, and to express their ideas independently without interference from organizers or outsiders. Therefore, this activity is very helpful in shaping the character of students to prepare them for the future.

Conclusion

Islamic boarding schools respond to current changes and developments and are considered educational institutions that do not use technology in their

¹² Dandan Luhur Saraswati dkk. Pemanfaatn Wayang sebagaai media pembelajaran, Prosiding DPNPM Unindra 2019, 415.

education systems. They organize activities outside of class hours every year for final-year students with the aim of helping to foster innovation in Islamic education at the Wali Songo Ngabar Islamic boarding school, making non-academic activities an integral part of the education system. Islamic boarding schools play an important role in creating new things in shaping independence, creativity, and self-confidence, which are the goals of successful education. These activities allow students to focus not only on the material of the Qur'an and Hadith. This bridges the gap for students to become more familiar with technological developments in videography, graphic design, photography, and becoming experts in creating stage backgrounds from hand-painted works, which is proof that the interests and talents of students are also keeping up with current developments.

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