



The Integration of Tambourine Art as an Islamic Cultural Heritage in the Formation of Student Character at SMP Ma'arif 9 Seputih Banyak

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ABSTRACT

Tambourine art is one of the Islamic cultural heritages which has educational and moral value for students. This art not only functions as entertainment, but also as an effective means of preaching in conveying moral and religious values. This research aims to analyze the role of tambourine art in forming the character of students at SMP Ma'arif 9 Seputih Banyak. Identify the problem in this journal, namely; (1) lack of integration of character education in learning, (2) lack of use of tambourine art as a medium for character education, (3) lack of attention to traditional Islamic arts, (4) the need for further study on the integration of tambourine art in character education. The method used in this research is qualitative with a descriptive approach. Data was collected through direct observation, interviews with tambourine art teachers, as well as documentation of extracurricular activities. Data analysis was carried out by identifying character patterns that developed through tambourine art extracurricular activities. The integration process is carried out through three main stages, namely; habituation, internalization of values, application of values. The research results show that the integration of tambourine art in extracurricular activities and learning is able to instill religious values, discipline, cooperation and responsibility in students. Thus, tambourine art is not only a cultural heritage, but also an effective medium in forming students' character. Tambourine art can be used as an effective educational tool in forming the character of students who are noble, cultured and have a high social spirit. In addition, with proper integration, tambourine art can become an instrument that not only preserves Islamic cultural heritage but also strengthens students' character in everyday life.

Keywords: *Tambourine Art, Islamic Cultural Heritage, Character Formation*

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INTRODUCTION

The current education system in Indonesia does not seem capable of producing Indonesian people who are academically, socially and spiritually intelligent. Honesty, courtesy, discipline, responsibility, and other traits that are often voiced as concerns seem to be innate traits of our country (Fatmah, 2018). Character is the values of human behavior related to God Almighty, oneself, fellow humans, the environment and nationality which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, etiquette, culture and customs. Character can also be interpreted as the same as morals and manners, so that national character is identical to national morals or character traits. A nation with character is a nation that has morals and good manners, whereas a nation without character is a nation that has no or lacks morals or does not have standards of good norms and behavior (Syafe'i, 2017).

The implementation of character education needs to be carried out in an integrated manner in planning and learning activities by introducing values, integrating values in the delivery of lesson material, and designing learning activities that train students to apply character values. This is important to do so that character education can run optimally and be able to bring about a mission of change in the culture and lives of students. Therefore, the implementation of character education must be carried out integrally in the learning process and needs to be practiced continuously within students (Sari & Bermuli, 2021).

Indonesia is a country that has diversity in various aspects of life. Starting from customs, ethnicity, language, to religious issues. Therefore, religious values education functions to prepare children to become members of society who understand and practice the values of their religious teachings and/or become experts in religious knowledge. The approach to education through art is one of the methods used by the spreaders of Islam in the archipelago. Just like Walisongo who uses arts such as building arts (mosques), sculpture (carving), dance, music and literary arts to attract people's attention, so that without realizing it they are attracted to Islamic teachings and then pledge themselves to convert to Islam (Priarni, 2024).

Tambourine/hadrah art is an Islamic art that is displayed with a hadrah/flying procession. This hadrah art is played while singing poetry and praising the morals of the Prophet Muhammad, accompanied by dance movements. Usually this art is played by two groups, a group of musicians and a group who sing poetry. The development of traditional Islamic art is not as fast as modern art. These arts are not just entertainment but also broadcasts that still have a place among Muslim communities. This art has difficulty penetrating the recording industry in particular, so it is not well known to the wider public.

Indonesian society has problems related to character education, showing that violence, fighting, use of illegal drugs and other forms of criminal behavior are high in Indonesia. Education in Indonesia seems to be still immature in shaping character development as a cultural and religious achievement in social life. The country's education system is still aimed at physical development, not at developing the soul and character of its citizens. The essence of character education within the framework of Indonesian education is values education, namely education of noble values originating from the culture of the Indonesian nation itself to develop the character of the younger generation. One important role in educating the Indonesian generation is through character education. Because character education is an integral part of human life. Character education is not enough just to transform superior knowledge, but must also form noble character in students (Wijaya & Fadilah, 2023).

Schools are social institutions whose main focus is the intellectual and moral development of students. Therefore, education must not ignore these two different challenges. It is hoped that these two development paths will become aspirations for students to further develop their mental sharpness and self-integrity as individuals with strong character. The introduction of character education in educational institutions is now increasingly urgent.

Regulation of the Minister of Education and Culture of the Republic of Indonesia number 62 of 2014 article 5 states that schools are required to provide activities outside of class hours in the form of extracurricular activities. At Ma'arif 9 Seputih Banyak Middle School, extracurricular activities are carried out on Fridays after the first period has finished simultaneously. The extracurricular activities at this school include tambourine art, Al-Qur'an reading, futsal, volleyball, dance and scouts. The researcher chose research on extracurricular tambourine art because tambourine art is one of the cultural heritages of Islam, where extracurricular activities tambourine art have a close relationship with character formation such as discipline, responsibility and cooperation. Thus, tambourine art is not just entertainment or Islamic culture, but is also an effective means of instilling positive character values in students.

However, in the explanation above there are problems in this research which can be identified as follows:

- Lack of integration of character education in learning.
- Lack of use of tambourine art as a medium for character education.
- Lack of Attention to Traditional Islamic Art..

- The Need for Further Study on the Integration of Tambourine Arts in Character Education.

From Istiqamah's research entitled "Implementation of Religious Character Values through Tambourine Music Arts Extracurricular Activities in Improving Students' Morals at SMK PGRI 1 Kediri", explains that tambourine music arts extracurricular activities can integrate religious character values to improve students' noble morals. From the relevant research above, there are similarities with this research, namely discussing or researching the character values that exist in the tambourine arts extracurricular (Istiqomah, 2024).

Ainun Munawaroh also explained in his work entitled "Character Values in the Tambourine Arts Extracurricular at MI NU Nurul Huda Gulang Mejobo Kudus", that in the tambourine arts extracurricular activities there are values such as religiosity, discipline, intelligence, creativity and responsibility. From the relevant research above, there are similarities with this research, namely discussing or researching the character values that exist in the art of tambourine, while the difference is that this research is focused on MI, while the research above is focused on junior high school students who take part in the tambourine art extracurricular (Munawaroh, 2021).

Based on several explanations about character education and also the explanation of tambourine art as an Islamic cultural heritage that has been stated above, the teachers and students of Ma'ari 9 Seputih Banyak Middle School have unconsciously implemented one of the sciences of character education which teaches the values of responsibility, discipline and togetherness within an Islamic framework, so the author is interested in studying further the cultural values of tambourine art with the concept of character education.

METHOD

The research approach used is field research. The author conducted this research with a qualitative approach to explore and understand the meaning of the individuals and groups studied. (Puspita & Andriani, 2021). Which uses descriptive methods to detail data based on what happens in the field. Descriptive qualitative research is research that produces discoveries that cannot be achieved using statistical or quantitative procedures that lead to the actual situation and then interpret it to obtain a formulation and analysis of an existing problem (Sabila & Bahtiar, 2023). By making direct observations at the research location, the author can obtain the required data according to the determined research focus. Researchers want to see the integration of tambourine art as an Islamic cultural heritage in character formation at SMP Ma'arif 9 Seputih Banyak. So the analytical descriptive method was chosen to observe ongoing social phenomena.

After the researcher made observations in the field, the author then dig deeper into the information through interviews, and strengthened it with documentation. The research was conducted at SMP Ma'arif 9 Seputih Banyak from December 2024 to March 2025. SMP Ma'arif 9 and students were used as research subjects. Researchers chose students who took part in extracurricular activities to be used as research samples as an effort to overcome difficulties in conducting research. In this research, researchers used several data collection tools, namely through observation, interviews and documentation. Secondary data sources are taken from relevant books and journals related to the object under study. Primary data sources are obtained from parties who are considered to know the object under study (Daruhadi & Sopiati, 2024), So the primary data source for this research is SMP Ma'arif 9. This research uses triangulation of sources and methodology to ensure the authenticity of the data. There are three methods used in data analysis techniques, namely: data reduction, data presentation, drawing conclusions/verification (Safitri, 2021).

RESULTS AND DISCUSSION

Tambourine Art as an Islamic Cultural Heritage

The history of the establishment of SMP Ma'arif 9 cannot be separated from the services of its predecessors who struggled and were determined to make the life of the nation and state intelligent and realize the goals of national education as stated in the law, which is the

educational process in an effort to make the life of the nation and state intelligent with education that emphasizes secondary level education under the Ministry of Education and Culture (Kemendibud) of the Republic of Indonesia which teaches general science and is based on the Aqidah of Ahlussunah Wal Jama'ah, so that SMP Ma'arif 9 participates in implementing National education goals.

The existence of SMP Ma'arif 9 is an educational institution under the auspices of the Ministry of Education and Culture (Kemendibud), which in its implementation is under the auspices of the NU Ma'arif Educational Institution and is close to the Darul 'Ulum Islamic Boarding School environment, with the address Jl. KH. Hasyim Asy'ari NO 06, Kampung Tanjung Harapan SB VI Seputih Banyak District, Central Lampung Regency, which was founded by Mr H. SURATNO. NS in 1968 with the name SMP Gaya Baru, then in 1982 it changed its name to SMP Gaya Baru Ma'arif 15 and in 2003 it was changed again to SMP Ma'arif 9 until today.

The art of the tambourine has long historical roots in Islamic traditions and Indonesian culture. The tambourine originates from the Middle East and was introduced to the archipelago along with the spread of Islam in the 13th century by traders and scholars. This musical instrument is used as a medium for da'wah in spreading Islamic teachings, both in the form of prayers and religious poetry containing moral messages (Munawaroh, 2021). The spread of Islam in Indonesia, which was carried out by the saints, also widely used tambourine art as an effective propagation tool because it was more easily accepted by local people who previously had their own traditional music culture.

In various regions in Indonesia, tambourine art is not only used in religious contexts but also in various traditional ceremonies, such as weddings, circumcisions and thanksgiving events. Thus, tambourine art has a multifunctional role as a means of entertainment, education and spirituality in people's lives (Istiqomah, 2024). In the educational context, tambourine art is part of extracurricular activities in various Islamic schools to introduce moral and religious values to students and preserve Islamic culture among the younger generation.

Tambourine art at Ma'arif 9 Seputih Banyak Middle School is an important part of the strategy to strengthen character education based on Islamic culture. This activity is not only used as extracurricular entertainment, but as a means of forming students' character through a fun spiritual and social approach. Tambourine activities are carried out on a scheduled basis every Friday, guided by a teacher who has basic competence in the field of Islamic musical arts.

Apart from routine training, tambourine art performances are the main agenda in various school celebrations such as commemorating Islamic holidays, farewells for final grade students, and inter-school competitions. Students' involvement in this activity gives them space to channel religious expression while strengthening social relationships between peers. Research by (Rahman et al., 2024) shows that tambourine art activities play an important role in fostering students' religious values through the medium of prayer poems that are easy to accept and sing together. This is an effective and entertaining method of da'wah, especially for Islamic-based school students. Apart from that, tambourine also trains orderliness, responsibility, and trains students to work in groups in a structured manner.

Furthermore, this activity also plays a role in forming a community that supports positive character development. In one tambourine group, students from various class backgrounds and ages can interact, share experiences, and build solidarity. This strengthens the social emotional aspects of students, in accordance with the view of (Burhanuddin et al., 2022) which states that arts and culture in education are able to develop social competencies, such as empathy, responsibility and effective communication..

In line with this, (Aziz & Sidna, 2023) in their research stated that students' active involvement in tambourine art can increase self-confidence, discipline, and form positive habits such as keeping the equipment clean, respecting practice time, and being responsible for group assignments.

Not only that, the integration of tambourine art in school programs also supports the vision of the Independent Curriculum which encourages the development of learning based on local wisdom and regional culture. This is emphasized by (Hafid et al., 2024) who explained

that local art, including the tambourine, is an important instrument in forming student identity and strengthening national identity.

Strengthening character through tambourine art also received support from the school, which made the tambourine a distinctive local identity that must be maintained. The school principal and committee actively support this activity, several times even involving students in district level tambourine competitions. Through participation in this event, students gain new experiences, broad insight, and encouragement to present themselves confidently in public spaces.

Apart from its direct role in extracurricular activities, the integration of tambourine art is also starting to be included in thematic learning in class. For example, in the Islamic Religious Education (PAI) subject, students are asked to compose prayer lyrics or discuss the history of tambourine art as part of Islamic cultural heritage. This approach is in accordance with the Merdeka Belajar curriculum which provides space for schools to develop contextual learning based on local wisdom.

According to (Setiawan et al., 2020), traditional arts such as the tambourine can form students' awareness of the importance of collaboration, creativity and the value of mutual cooperation. Tambourine art also creates a safe space for students to express positively and supports the development of their social-emotional aspects.

As an effort to preserve local Islamic culture, the school also collaborates with the community and alumni to be involved in tambourine art training and support the sustainability of this activity. Community involvement is an important factor in instilling pride in cultural heritage while strengthening the synergy between the school and the social environment (Manarfa & Lasaiba, 2023).

The Influence of Tambourine Art on Character Formation

Students' involvement in tambourine art activities has a positive influence on the formation of their character, among other things:

- **Religious Values:** Through prayer poems sung using tambourines, students better understand Islamic teachings and increase their love for the Prophet Muhammad SAW. Research by (Waroh et al., 2023) shows that tambourine extracurricular activities can strengthen students' religious character through the habit of reading sholawat.
- **Discipline:** Regular practice and involvement in various school events teaches students the importance of punctuality and commitment to assigned responsibilities. A study by (Huda et al., 2021) emphasizes that a school culture that is consistent in implementing discipline can shape the disciplinary character of students.
- **Cooperation:** Playing tambourine requires good coordination between players. This trains students to work in teams, listen to each other, and support each other. Research by (Nurmala et al., 2024) found that tambourine playing contains character values such as cooperation, patience and sportsmanship.
- **Responsibility:** Students are given the task of caring for tambourine musical instruments and maintaining cleanliness and order during practice and performances. This shows that the tambourine extracurricular instills the character of responsibility through direct practice in caring for equipment and maintaining cleanliness.

Challenges in Implementing Tambourine Art

Even though it has many benefits, the integration of tambourine art in character education is faced with several challenges, including:

- **Lack of Student Interest:** Some students are more interested in modern types of music than the art of tambourine. This is in line with research findings by (Pratikno & Hartatik, 2023) which shows that the influx of foreign culture causes a decline in students' interest in traditional arts.
- **Facility Limitations:** Not all schools have adequate tambourine equipment to support this activity. Research by (Chairuddin & Yusroni, 2024) highlights the importance of adequate facilities and infrastructure in supporting tambourine extracurricular activities.

- Lack of Competent Tutors: Tutors are needed who have a deep understanding of tambourine art and are able to teach tambourine playing techniques well. A study by (Wally, 2021) emphasizes the important role of teachers in linking lesson material to character education values.

Integration of tambourine art as an Islamic cultural heritage in the formation of student character

To obtain a more comprehensive picture regarding the practice of integrating tambourine art in the formation of student character, researchers conducted in-depth interviews with three parties who play a direct role in tambourine extracurricular activities, namely the school principal, tambourine art instructor, and students who actively participate in these activities. Interviews were conducted in a semi-structured manner, with open questions regarding the objectives of the activity, the implementation process, the values instilled, and the impact felt by the relevant parties.

The principal of Ma'arif 9 Seputih Banyak Middle School said that tambourine art is one of the school's superior activities which has been running consistently for the last few years. He emphasized that tambourine art was chosen not solely because of its artistic aspects or local traditions, but because it is believed to have very high educational value, especially in character building and instilling religious values in students.

The tambourine arts teacher, who also teaches arts and culture subjects, said that the tambourine extracurricular is carried out regularly every Friday. In each meeting, students are not only taught the technique of playing the tambourine and singing Islamic poetry, but are also asked to understand the meaning of each lyric sung. According to him, understanding this meaning is the key to internalizing character values. The teacher also added that in practical training, students are trained to be present on time, look after their musical instruments, and maintain manners towards teachers and fellow members. All of this is part of the process of getting used to character values, such as responsibility, discipline, tolerance and mutual respect.

From the student side, interviews were conducted with three extracurricular participants from different grade levels. The majority of students stated that participating in tambourine activities provided a different experience compared to formal lessons in class. Other students also said that through this activity, they felt they had a place to express themselves positively. Apart from that, they become closer to their friends and have the motivation to behave well because they feel they have a responsibility as part of the tambourine group which is the face of the school in various religious events.

Tambourine extracurricular management is carried out collaboratively between supervisory teachers from the village and supervisory teachers from the Darul Ulum Islamic boarding school in Seputih Banyak. The activity began with reading a prayer and continued with tambourine practice which included an explanation of the meaning of the poetry being sung. Character values such as responsibility, cooperation, honesty and love for the Prophet are an important part of every meeting. This management is based on the principle of local culture-based education, which follows (Wahid, 2023), can be an effective strategy in shaping students' character because it is contextual and relevant to their daily lives.

The integration process is carried out through three main stages:

- Habituation: Students are accustomed to being present on time, maintaining manners towards teachers and friends, and taking good care of the tambourine musical instrument.
- Internalization of Values: Through explanation of the poetry and short discussion, students understand the meaning of tambourine lyrics which have moral values.
- Values Application: Students are invited to apply these values in social interactions at school and at home.

Research by (Bakari et al., 2024) shows that a learning approach based on traditional Islamic art practices can significantly increase students' social awareness and responsible attitudes.

The integration of art and character in this learning refers to theory *Character Education* from Thomas Lickona, which in its latest development is combined with the approach

Experiential Learning. According to Lickona, character is formed not only through teaching values, but also direct experiences involving emotions and real actions (Saputra et al., 2023). Apart from that, theory *Cultural-Based Education* developed in the local Indonesian context (Fauziddin dkk., 2022) emphasized that cultural heritage such as the tambourine can be used as a foundation for character education because it contains integrated spiritual, social and aesthetic values.

After program implementation, the results of observations and documentation show:

- Students experience improvements in aspects of discipline, cooperation and religious attitudes.
- The assessment of spiritual and social attitudes in report cards has increased.
- Parents reported positive attitude changes in their children, such as becoming more empathetic, helpful at home, and more polite in speaking.

These results support the findings (Gusmaneli et al., 2024) which states that student involvement in Islamic arts and culture can encourage the formation of overall positive character.

CONCLUSION

This research shows that tambourine art, as an Islamic cultural heritage, has an important role in forming the character of students at SMP Ma'arif 9 Seputih Banyak. The integration of tambourine art in school extracurricular activities not only functions as entertainment, but also as an effective educational tool in instilling religious values, discipline, cooperation and responsibility in students. Tambourine activities provide space for students to express themselves positively, form social solidarity, and raise awareness of the importance of preserving local Islamic culture. The integration process is carried out through three main stages, namely habituation: Students are accustomed to attending on time, maintaining manners towards teachers and friends, and taking good care of the tambourine musical instrument. Internalization of Values: Through explanation of the poetry and short discussion, students understand the meaning of tambourine lyrics which have moral values. Values Application: Students are invited to apply these values in social interactions at school and at home. After implementing the program, the results of observations and documentation showed that students experienced improvements in aspects of discipline, cooperation and religious attitudes. The assessment of spiritual and social attitudes in report cards has increased. Parents report positive attitude changes in their children, such as becoming more empathetic, helpful at home, and more polite in speaking. Despite facing challenges such as lack of student interest, limited facilities, and lack of competent supervisors, appropriate strategies such as inter-school competitions, innovative learning methods, and support from parents and the community can increase the effectiveness of tambourine art as a medium for character formation. Thus, tambourine art can be used as an instrument for character education that is contextual, fun and has high cultural value.

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