

Arts Education in Pesantren (Islamic Boarding School) : an Aesthetic Expression of Students' Drawing in MTs Al Asror Semarang

Aziz Ma'sum^{1✉}, Triyanto², Muh. Ibanan Syarif²

¹Teuku Umar Junior High School Semarang, Indonesia

²Universitas Negeri Semarang, Indonesia

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Abstrac

Pesantren Environment is an environment that has different characteristic from other environments. The research purpose is to observe the problem of aesthetic expression of Pesantren students' drawing, the environment that influences them. Qualitative method was used with descriptive qualitative approach. Data collection techniques were observation, interview, and document study. data validity techniques used source triangulation, technique triangulation, and member checking. Data analysis procedure used data reduction, data presentation, and conclusion drawing. The research results show; first, aesthetic expression of students' painting shows the visual uniqueness in the lines, looks, shapes, textures, colors, and aesthetic principles. Second, environment that influences, natural-physical environment, social environment, Pesantren cultural environment that is manifested in a form of any symbol that relates to Pesantren.

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✉ Alamat korespondensi:
Jalan Karangrejo Timur I No. 3, Karangrejo, Gajahmungkur, Karangrejo,
Gajahmungkur, Kota Semarang, Jawa Tengah 50231
E-mail: azismasum@yahoo.com

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INTRODUCTION

Education is part of a process of habituation (Tilaar 1999: 21). Therefore, the process of education is society's effort to preserve the tradition. The area that are centers for fostering and developing culture is informal education, non formal education, and formal education (Masunah 2000:199). Education in the society formally, informally, and non formally has a same purpose. They simply choose and determine how they will undergo the process of education. Education in formal schools has been regulated in accordance with the applicable curriculum. Creativity, knowledge, value that exist in educators is a provision to transfer knowledge to learners. The implementation of formal education is the government's decision.

Formal education consists of a system that has been arranged by the government in a matter of the curriculum, facilities, regulation, and teaching-learning elements, such as teacher, student, environment and so forth. Education in Pesantren, in this case that the formal education in which the students are mostly santri (student in Pesantren) will adapt with the Pesantren curriculum and values that relates anything about Pesantren. Islamic values are benchmark in the process of of teaching learning, including Arts' teaching learning. Pesantren generally has different environment. In Pesantren, Islamic religion teaching is mostly studied both in daily life and at school. In formal school learning, students must adapt to their environment and culture.

Culture in human life will affect more or less of human activity, including the human-generated esthetic expression. Triyanto (2017:53) states that various cross cultural and historical researches show an evidence that no culture in any society that does not grant a space to the occurrence of aesthetic expression forms in a form of various arts both motif and style. Thus the culture will affect the aesthetic expression of the artwork, as well as the children's artwork.

Rohidi (2000:116) states that in an artwork will imply meaning of a meaningful culture which affirms the nature of man's relationship with himself, the nature and the physical environment, his fellow and the supernatural as well as the embodiment of metaphysical truth, thus the environment will affect in the creation of art. The children's expression is affected by their environment and it becomes their habits especially in drawing activity. In other words, drawing expression results from students that stay in Pesantren will be influenced by their environment. These uniqueness are interested to be observed.

The drawing expression of coastal children in Semarang shows the ecological expression of art (Sugiarto 2013:6). There is an aesthetical value and symbolic meaning of the lantern in Takbir Mursal that is influenced by its cultural environment (Nur Rokhmat 2009:1). There is an environmental influence in creation of batik Semarangan motif. (Syakir 2017:1). Puppet drawing by students of SD Islam Siti Sulacchah Mayangsari Semarang is a cultural expression of children in Javanese community (Purwanto 2009:1). The coastal cultural expression can be seen from Topeng (mask) Barongan art form. Topeng Barongan art is as practical part of pure culture (2016: 159). The above researches are relevant with this research. The formulation of problems in this research are (1) How the aesthetic expression of students' drawing in Mts Al Asror Semarang if it is observed with the theory of Ocvirk (2001:33), Feldman (1967) Sanyoto (2010) Sunaryo (2002). They state that in analyzing an artwork it must be pay attention to visual elements and its aesthetical principle. The visual elements involve line, look, shape, texture, and color. While aesthetical expression involve harmony, balance, proportion, domination, and rhythm. (2) How Pesantren environment influences on students' drawing works of Mts Al Asror Semarang. It is observed through the concept of Triyanto (2017:53)) that cross cultural and historical research shows an evidence that no culture in any society that does not grant a space to the occurrence of aesthetic expression forms

in a form of various arts both motif and style., Rohidi, (2000: 116) states that in an artwork will implied meaning of a meaningful which affirms the nature of man's relationship with himself, the nature and the physical environment, his fellow and the supernatural as well as the embodiment of truth which is metaphysical, thus the environment will affect in the creation of art.

METHODS

This research is handled using interdisciplinary approach, i.e., aesthetics and anthropology with qualitative method. Miles and Huberman (see Rohidi, 1992: 1) state that qualitative data is a source of a broad and strong description and explains about the process in a local circumstances. With qualitative data we can follow and understand an event's flow chronologically through the cause and effect in the mind of local people and get a number of explanation and it is beneficial. The target of the research is drawing expression results of Mts Al-Asror Semarang students that is focused at the research subject in a form of aesthetic form characteristic and influencing environment.

The source of data research is drawing expression results of Mts Al-Asror Semarang students and the the teaching learning process. The techniques of data collection are observation, interview, and document study. Data validity technique uses source triangulation, technique triangulation, and member checking. The next is data analysis procedure uses the stages of reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Arts Education at School Based Pesantren

Arts education at school is a mandatory subject regulated by curriculum. At Mts Al-Asror, arts education involves art, music, dance, and theatre that each of the is regulated by applied curriculum. The school based Pesantren is a school that runs with a strong Islamic religion teaching and situated in Pesantren

environment. The school based Pesantren must adapt the applied curriculum in the field of art.

Arts education has an important role in coloring the education world development. Pendidikan seni seharusnya menjadi dasar pendidikan. That art should be the basic of education (Read 1970:1). Arts education has an important role in people's life sustainability. Without the presence of art, education will not be integrated. It also happens at school based Pesantren, therefore art education is needed. Arts education in essence has a purpose as a trigger of appreciative, creative, and expressive attitude. The three aspects above cannot be separated in building a realizing personality on socio cultural values (Triyanto, 2017:91).

One of arts education at formal school is an expression drawing lesson. This subject has been regulated in a curriculum with a competency standard "Expressing ourselves through the artworks", then it is specialized through Basic Competency " Expressing ourselves through painting or drawing". Drawing activity is a typical activity in arts education. In the expression drawing, students are free to draw an object or theme they want. Expression, the messages are delivered through a picture/drawing.

The drawing forms produced by students of Mts Al Asro Semarang shows a theme, such as the environment of Pesantren, natural-physical environment, and socio cultural environment.

Pesantren Environment

Pesantren is an indigenous education institution and the spread of Islam in Indonesia which grows from and to the society (Hidayat 2011). Pesantren environment consists of natural/physical environment, socio cultural environment, and symbolic system.

Natural/Physical Environment

Environment consists of biotic and abiotic. Biotic component is everything animate, such as, plants, animals, humans, and microorganism. While abiotic component is everything inanimate, such as land, air, water,

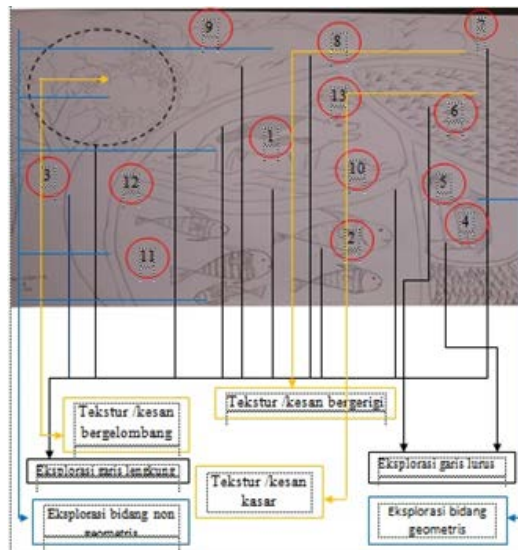
climate, humidity, light, and sound. Kuntowijoyo (2006 :89) states that natural environment as material environment is man-made environment, such as house, bridge, nature, and physical environment that exists in Pesantren, such as water, land, air, light, animal, road, building, place of worship, and infrastructure. Natural or Physical environment around Pesantren tends to be the same as others. Something that differentiates them is typical physical Pesantren building.

Socio-Cultural Environment

According to Kuntowijoyo (2006 :89) social environment is social organization, stratification, socialization, life style and so forth. Social environment can be defined as a society's condition of daily life involving political and economic activity etc. There is a social interaction in social environment, it is a process in which people communicate and influence each other in mind and in action Lawang (dalam Raho 2014 :63). There are also a social structure, an social institution, social system, and social group in social environment, Raho (2014 :67-74) Pesantren has a socio-cultural difference from others. Pesantren has Islamic culture that its habits are different from others. The culture of Pesantren community has a mandatory to do a sequence of worship in accordance with Islamic regulation. Al Quran and hadist become a benchmark in daily behavior. The religious activity that we know are praying together, reciting Al Qur'an, studying, and interacting with others.

Aesthetic Analysis of Drawing Form of Mts Al Asror Students

Aesthetic analysis uses aesthetic analysis by Ocvirk, at al (2001), Feldman (1967) Sanyoto (2010) and is strengthened by Sunaryo (2002). Aesthetic Analysis is related to aesthetic elements; line, look, shape, space, texture, and color. Then, aesthetic principles are; harmony, balance, proportion, domination, and rhythm. Picture 1 is the example of student's work.



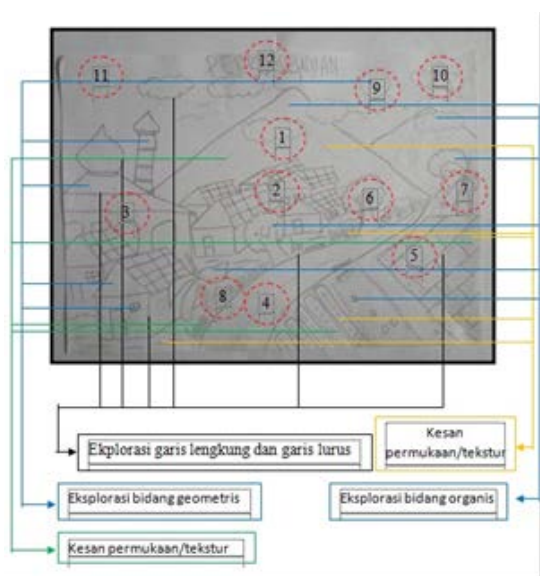
Picture 1. The Work of Fajar A.D Grade 9.A

The lines in figure 1 mostly are curve, both connected curve and short-separated curve. The look in figure 1 is organic curve, while geometric look is only in the picture of the Sun. The shapes in above picture are the shape of; (1) cow, (2) fish, (3) tree, (4) hut, (5) clumps of firewood, (6) paddy/rice plants, (7) Sun, (8) clouds, (9) flying bird, (10) ricefield's mud, (11) fish pond, (12) paddy fields embankment, (13) writing of "mooo". The shapes above are produced from the connected unified lines. The texture in above picture is pseudo texture due to the repeated lines. Texture or surface first impression Texture or the first surface impression appears in the leaves' picture, the impression is wavy. The second is rough impression in fish scale, the third is rough impression in paddy fields picture, the fourth is the picture of sunlight that has jagged texture impression. There are 13 shapes that can be identified in picture 1, the space can be obtained from objects placement, between the front, middle, and up fields. The picture is colored black and white, black is from the pencil and white is from the paper.

Aesthetic expression of picture 1, first is harmony, the picture above has a harmony among the shapes, and between the shapes and the background. The balance of the above picture is asymmetric, it is not equal between right and left, but they are balance. The proportion at the form of shape placement is

based on its size. The domination in picture 1 is fish and cow shape. The rhythm principle can be seen from the repeated line, the rhythm can also be seen from the placement of certain shapes direction.

Picture 2 is a sample of landscape drawing by Riyan Andika Yudha grade 9.B.



Picture 2. The Work of Riyan Andika Yudha grade 9. B

The lines in picture 2 is straight and curve, both connected and separated. While the look of the picture is organic and geometric look. The shapes in picture 2 are (1) mountain, (2) houses, (3) mosque, (4) road, (5) ricefield, (6) tree, (7) coconut tree, (8) grass, (9) sun, (10) cloud, (11) flying bird, (12) “perkampungan” writing. The shapes produced from connected lines becoming an identified look, then a shape is created. The space impression can be seen from the different in hatching on particular part so that it has filled impression. The space in the picture is narrow and coincide space, itt can be seen from the objects placement or a certain object that closely located. The texture in picture 2 is pseudo texture—the surface impression due to objects placement and spaces of each object. Texture of the first surface impression can be seen from the drawing of leaves, it has rough impression. The other surface rough impression is on the drawing of paddy fields, but the surface impression of

other part is not too visible because it is line. The color of the whole picture is black and white.

The aesthetic principle in picture 2 is harmony among each shape, such as houses, mosque, trees, and roads that is connected the settlement and the paddy fields. The harmony is also seen from the placement of the writing on particular shapes that explains about villages. The balance in the picture 2 is asymmetric balance. The proportion between one shape to another is manifested from its different size so that it gains far-close, big-small impression. The domination in picture 2 is mountains. This can be seen from the placement in the middle of all objects and the shape is the biggest. The rhythm impression can be seen from the creation of curvy-wavy lines, the different size of paddy fields and houses so that it has a distinguished rhythm.

Picture 3 is an example of a student's picture titled *Keramaian Kota* (Crowded Town) by Annisa Khumairoh grade 9.D.



Picture 3. The Work of Annisa Khumairoh grade 9. D

The lines in picture 3 is straight and curvy lines. There are connected and separated curvy and straight lines. Looks in picture 3 is organic and geometric looks. The shapes in picture 3 are: (1) Diponegoro University, (2) town hall, (3) Ciputra hotel, (4) bank, (5) AZ Deartment store, (6) gate, (7) houses, (8) car, (9) roads, (10) grass, (11) mountain, (12) clouds, (13) sun, (14) flying birds. The space is created from the objects

placement that is closed to each other but in different size variation. The space is also created from the division of down, middle and up part and the perspective that has a certain space impression. The texture is seen from the repeated coincide lines creation so that it has rough texture. The color is black and white, the black is from marker and the white is from the paper or canvas.

Picture 3 has aesthetic principles, the first is harmony. One shape and others have a harmony, and also with the down, middle, and up part. While the balance in picture 3 is asymmetric balance—the similarity is not found in the right and left part, but they are balanced. The proportion between one shape to another is manifested from its different size. The proportion is also manifested from the placement of objects on the canvas. The domination in this picture is buildings and its writing that explain them. While the rhythm is manifested by creating the perspective lines and repeated lines in the same size.

The Influence of Pesantren Environment on Aesthetic Expression of the Students' Drawing

Aesthetic expression of students' drawing is influenced by their environment. The students' expression drawing is reflected from Pesantren environment that consists of natural, physical and socio cultural environment. Those influences are the forming of objects surroundings the students such as, moslems' worship place, Arabic calligraphy painting, and another socio-cultural activity that is part from Pesantren culture.

The natural and socio-cultural environment becomes an idea in drawing expression. Most of students consider that all beautiful objects contain Islamic values. The artworks that are created by artists will bring the messages or cultural values about self existence and their environment, both natural/physical, social environment, and cultural environment as well (Triyanto 2017:70). The cultural messages that are delivered in artworks are in forms of particular symbols. Symbols have important meanings in people's life.

A symbol can be manifested in a form of icons or scripts that have implied meanings. Symbols are applied in everything due to the the influence of environment and culture surroundings. In a picture, symbols are manifested in typical icons and can be read by the symbols' owner and can be used as messages or persuasion. Symbols can help us to be more responsive on something. Symbols can help us to sharpen our cultural behavior and achievement (Berger 2010: 28).

Environment influences in the artworks creation. It is not limited to the artists' imagination but the environment they live also affect their artworks. Darsono (in Tahrir 2017: 2016) that art as a personal instrument is presented not only for the artists' interest which means that they create works are not only based on their imagination but also the influence from their environment will contribute the inspiration through visual language.

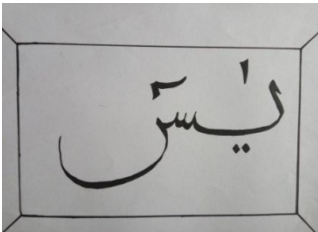

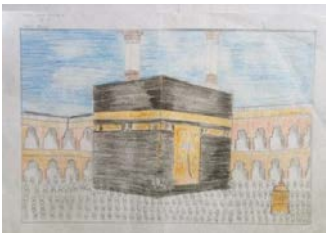
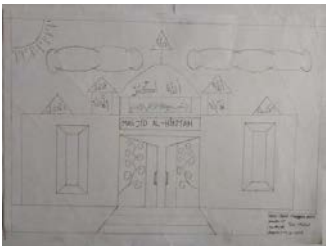
The influence of natural environment is also stated in the research of Sahnje (2017:49) that observes about clothing visual form, it is stated that the clothing and various accessories of Aesan Gede is dominated by the plants decorative motif and geometric decorative motif. The values in Aesan Gede's clothing and accessories relate to Deity, people's relationship, and behavior.

Table 1 is examples of students' drawing that are influenced by Pesantren environment. The works that are taken are the closest to the theme and the students have been interviewed about their works.

The cultural values belong to a work of art, Verulitasari (2016:41) in her research stated that the cultural values in Rapai Geleng performance is a reflection of Aceh people that belongs to Aceh cultural identity. Based on above research, Hayati (2016: 56) states that Silakupang art has noble cultural values like other traditional arts. in her research, Murni (2016:1) states that in Topeng Barongan (barongan mask) art symbolically expresses coastal culture. From the research result it can be concluded that in artwok there is a representation of cultural values including the

students' drawing in this research that the culture and environment. cultural values are reflected by the society's

Table 1. Examples of Works Influenced by the Pesantren Environment

NO	Works	Identification
1		By Tegar grade 9.D Title "yaasiin" There is an Arabic calligraphy "yaasiin". It is stated in Al Quran surah al Baqorah the First verse.
2		By M. Rahmatullah grade 9.F Title "Kaligrafi" There is an Arabic calligraphy "tolabul ilmi faridhotun ala kulli muslimin wal muslimat" stated in Al Quran and Hadist. The type of letters used are particular letters.
3		By Fatma Maulida, grade 9.D Title "tawaf" There are icons of Ka'bah, Mosque, Multazam, people doing activities around Ka'bah
4		By Satria Manggala, grade IX.C Titel "masjid yang megah" there are mosque icon, arabic calligraphy, the symbol of Allah on the top of Mosque's roof.

CONCLUSION

Aesthetic expression of Mts Al Asror students' drawings show visual uniqueness from their lines, looks, shapes, textures, colors, and aesthetic principles. Those uniqueness is representation of ideas that express thorough drawings. The themes produced are various.

The Pesantren environment can influence aesthetic expression of students' drawing. The influences can be seen from the forming of students' drawing that are resulted from the

ideas of their surroundings. Beside the forming they can also be seen from the Islamic symbols from the drawings. The forming can be in natural environment, socio cultural environment and symbols that can be found in the drawings. It is confirmed that Pesantren environment can influence the students' drawings.

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