

EDUCATIONAL PHILOSOPHY PORTRAIT THROUGH THE ANALYSIS OF INDONESIAN MOVIE BASED ON PESANTREN THEME

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Abstract : *The way of people educate and think of their values affect the educational system; it is found in Pesantren as the Islamic institution that holds norm, belief, and values in education system. Meanwhile, movies is one of the effective devices to promote the society learning process due to its popularity among the society, teenagers and also adults. Many movies produced intended to portray the uniqueness of educational system in pesantren and got a great attention as educational philosophy. This study examined the habits, norm, and values of educational system through the analysis of the movie Negeri 5 Menara. Document review and descriptive analysis method used as a qualitative research methods. Film observation form gathered and the decoding process of it prior to the scene identification was based on education and specific themes. The results shown by the setting, gesture, and action of each character among the other, and some of the quotation based on some verses in Al-Qur'an to improve reliability. The Findings depicted that perennials was identified as the most prominent educational philosophy up to nowadays. The central leading character plays a part of students' belief in seeking knowledge. It is said in Javanese language as "Ngalap barokahe Kyai".*

Keywords : *Educational Philosophy; Indonesian Movie; Pesantren Based Theme.*

Abstrak : *Sudut pandang masyarakat dan pemikiran mereka berkontribusi terhadap sistem pendidikan; hal ini juga ditemukan dalam pesantren sebagai sebuah institusi yang memegang teguh norma, kepercayaan dan nilai nilai dalam sistem pendidikan. Sementara itu film adalah salah satu alat yang sangat efektif untuk mengenalkan proses pembelajaran pada masyarakat dikarenakan kepopulerannya di masyarakat, remaja maupun orang dewasa. Banyak film yang dihasilkan bertujuan untuk menggambarkan keunikan sistem pendidikan pada pesantren dan menjadi salah satu rujukan dalam filosofi pendidikan. Penelitian ini mencoba menguji mengenai kebiasaan, norma, dan nilai nilai pada sistem pendidikan melalui uji analisis film negeri 5 menara. Review terhadap dokumen dan metode deskriptif analisis digunakan dalam penelitian ini. Observasi dan proses pengkodean pada setiap adegan berdasarkan pada tema pendidikan. Hasil ini ditunjukkan dalam latar dan setiap gerakan dari karakter yang terdapat dalam film. Beberapa juga berdasarkan pada ayat dalam al-Qur'an untuk meningkatkan realibilitas. Temuan yang dihasilkan menggambarkan bahwa perenialisme digambarkan sebagai filosofi dalam pendidikan bahkan sampai saat ini. Karakter tokoh utama memerankan bagian yang cukup penting dalam mencari ilmu; seperti yang dicerminkan dalam bahasa jawa "ngalap barokahe Kyai".*

Kata Kunci : *Filosofi Pendidikan; Film Indonesia; Tema Pesantren.*

INTRODUCTION

Indonesia with its multiculturalism possesses its uniqueness in term of identity. In line with it, the portrait of educational background and also the system is quite varied among the nation. *Pesantren* has been perceived as the Islamic institution found in many region throughout provinces in Indonesian. The uniqueness, the strong characteristic of the values, norms and tradition has been held since hundred years ago. (Nawiro, 2019) It has empowered and shaped the educational system in Indonesia nowadays. Due to the trustworthiness many people still hold the tradition up to nowadays by commemorating *Santri Day* every year in Indonesia. *Pesantren* is also interesting to discuss because of some of these arguments. First, the *pesantren* grows and develops in an Islamic society. Second, *Pesantren* in Indonesia has come a long way. Not long after Islam entered the Archipelago, the embryo of the forerunner of the emergence of *pesantren* began to grow. Third, Indonesia is not only a country with the largest Muslim population but also has the most *Pesantren* in the world. Fourth, many scientists and national figures have studied at *Pesantren*. (Arifin, 2012)

Pesantren is identical with its values in islamic education. Values in Islamic education include ethical values, aesthetic values, exemplary and social values, values associated with individuals, values associated with the family, values relating to the life of the state and the values associated with religious (Berkwits & Inui, 1998) (Muadin, 2017). *Pesantren* grew as traditional Islamic education institutions since the beginning of Islam arrival to Indonesia. (Fauzi, 2021) The *kiai* in the traditional *pesantren* educated the student set of classical Islamic text books those organized by the method *sorogan* and *bandongan*. Some of the text books had taught the rule of *santri* learning. There were many rules, norms and belief that resulted the culture of learning in *Pesantren*. (Solichin, 2019)

In its history regarding the role of *pesantren*, where since the national awakening to the struggle to defend the independence of the Republic of Indonesia, *pesantren* have always appeared and can actively participate, it is only natural that the Indonesian government recognizes *pesantren* as a source as well as the basis of national education, which is why they must be given assistance and guidance. The Ministry of Religion is in charge of this authority and development. However, *pesantren* also did not escape various criticisms. This was especially the case in the pre-independence era, where the condition of *pesantren* had reached a critical point as a closed and static traditional educational institution. (Susanto & Abadi, 2016) The Islam that was conveyed was ritualistic and Sufistic Islam, also referring to feudalism. Fortunately, some *pesantren* quickly catch on to this and quickly adapt, making themselves modern. In order to try to answer the challenges of the times and catch up, especially in the social field, *pesantren* also try to adapt. Because as we know, *pesantren* grows and develops from, by, and for the community. (Shofiyyah et al., 2019)

The history proved that pesantren has played as the most important first agent of Islam Nusantara and it still regarded as the educational center of the society. (Susanto & Abadi, 2016) Pesantren have become character-building institutions trusted by the Indonesian people. (Cathrin et al., 2021) At present, film is not only an art and entertainment product that presents images and life text from the images of artists. Film has become one of the most effective media in conveying ideological messages, concept, and values. (Supiarza et al., 2020)

People learn from many occasion they perceived in their circumstances. Movies is one of the great source of learning process. (Makkiyah, 2019) It is believed as an effective tool for learning and reveal something untold in the society. Every movie has its own philosophy. It has tried their best way of portraying the real thing in the society. Movies has been seen as a great medium to promote educational value. Although in some cases movie fails to reflect the real condition of something, it still helps the society to reveal what they do not know of something. Some of the movies with pesantren theme received many critics and some others successfully touched the audience' feeling. (Supiarza et al., 2020) Each of it has its own objective when they are produced by holding onto the philosophical views they found in Pesantren. There are four major of philosophy deal with the educational values. They are perennialism, essentialism, progressivism, and reconstructionism. In perennialism, the aim of education is to assure that students obtain understandings about the ideas of civilization in order to be able to solve problem in the future. The focus of is to teach ideas that can be held as an everlasting guidance and also to find the constant truths which is not changing; as the natural and human worlds at their most essential level, do not change. The use of this philosophy is critical. Teaching and learning are rational process, and students' minds need to be developed. Therefore, developing their level of thinking is one of the priority in education. The demanding curriculum focuses on cultural literacy, and students' growth in disciplines.

Meanwhile, Essentialists suggest that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way. The emphasis in this conservative perspective is on intellectual and moral standards that schools should teach. The core of the curriculum is essential knowledge and skills and academic rigor. Even though this educational philosophy is closely related to Perennialism, Essentialists follow the idea that this core curriculum might change. Learning in school should be practical, preparing students to become the members of society. It ought to focus on facts--the objective reality out there--and "the basics," training students to learn to read, write, speak, and compute clearly and logically. The institution should not try to set or influence policies. Learners should learn to work hard, respect for authority, and discipline. Educators are to assist learner keep their non-productive instincts in check, such as aggression or mindlessness.

As it is stated by Zaman (2021) the philosophy of Islamic education includes a wide range of ideas and practices drawn from Islamic scripture, metaphysics, philosophy, and common piety, all of which accumulate to inform discourses of learning, pedagogy, and ethics. This gives a definition of Islamic education and yet also of Islam more generally. In another words, due to the reason that metaphysics and ontology are related to questions of learning and pedagogy, a compendious and indigenious definition of “education” offers an insight into a wider spectrum of Islamic thought, culture, and *weltanschauung*. Similarly, there is no singular historical or contemporary philosophy of Islamic education which avails all of this complexity but rather there exists a number of ideas and practices which inform how education plays a role in the embodiment of knowledge and the self-actualization of the individual self to ultimately come to know God. (Niyozov & Memon, 2011) Such an exposition may come to stand as a superordinate vision of learning framing Islamic educational goals.

As it has been discussed before movie has the power to trigger some feeling and action in the society. The experiences, setting, properties, the plot and all the intrinsic or extrinsic part will remain last in person’s memory. Therefore, it should provide valuable information of how to perceive and shape the educational system in Pesantren. The analysis of educational movies with pesantren theme should be able to reveal what people do not know about the strength of its values, norm, belief and tradition. in order to be able to reflect the real context, it is very important to visualize carefully the setting of the educational beliefs found in pesantren, how do the teachers and the students interact, and the norm and values they kept for hundred years ago that will lead to someone success. It must be reflected as the way it is. Then, the society can gain the insight of the education profile in Pesantren.

This study examines the educational philosophy, norms, values and beliefs and trends found in pesantren through the analysis of the movie *negeri 5 menara*. It aims to reveal the philosophy underpinning the movie, the norm, values, that shape the movie, beliefs and tradition preserved by the people that contribute to success.

METHOD

In this study, the qualitative method was chosen in order to gather the data. The researcher also did some content analysis. The use of technical methods (such as statistical content analysis) to determine the significance of finding. (Berkwits & Inui, 1998) The scene then are interpreted to give voice and meaning around an assessment topic. In order to seek convergence and corroboration, the data also examined by the use of some verses stated in the Al-Qur’an as the process of triangulating. The purpose of triangulating is to provide a confluence of evidence that breeds credibility. (Bowen, 2009)

The analysis of visual, audio materials and also textual is classified into a document analysis to gives the comprehensive information. The researcher also conducted some

observation in some Pesantren in order to match what is depicted in the movie. The primary source of the data in this study is movie content analysis. The study population is Indonesian movies with educational theme in pesantren setting. The purposive sampling is used in this study. In qualitative study, purposive sampling is the most suitable sampling method to be used in order to gather the data. The film analyzed in this study is *Negeri 5 Menara*. This movie considered the portrait of the real setting between *salaf* and modern Pesantren.

In this study, the observation sheet was developed in order to gather the data. The movies with the selected theme were viewed and analyze under the main categories to be able to answer the research question. In the educational philosophy, the analysis included the role of the teachers, the society' perspective, the interaction, values and norms, beliefs and tradition held in *pesantren*. The subcategories include also the movie frames and scene to give more detailed information based on the aspect. To assure the study the precise observation was made in line with the expert recommendation. The last step, the movie was analyze by two researchers to obtain the answers of the research question.

There has been 5 steps in conducting this study in term of data collection and analysis. They are as follow: selecting the movie that need to be examined, verifying the correctness and the authenticity, comprehending the data; then, analyzing and using the data. The researchers need to establishing a theoretical framework, process the data based on some the theory, analyze and interpret the data findings. In order to be able to analyze the data, the observation sheet need to be decoded first. In this case, the norms, values, tradition and the interaction among the character in the scene need to be identified based on the observation sheet. The next step is selecting the scene that closely related to the objective of the study meaningfully. The results then discussed in the descriptive analysis form. To ensure the validity, the study need to be verified with some references to others; the result then compared and illustrate from different angle and view. To ensure the reliability, the movies was closely examined many times at different time by filling the observation sheet and noted the finding. The unmatched scene then were consulted to the experts and some people experienced the feeling in *Pesantren* more than a year. All of the thing was done to assure the validity and the reliability of the study.

RESULT AND DISCUSSION

The philosophy of education becomes the basics of learning substance that arises from various interconnected forms and proceeds naturally. In it, the fundamental educational values will be explored, both between individuals who teach each other to each other, between individuals and each chosen cause, in everything that has an impact on learning, or between each individual and substantive things that may not be has a measure, even including a person's passive interaction with himself when he has to address the

benefits of learning for himself. The philosophy of education gives meaning from the beginning, not on the results nor directly on the process if it does not start from interpreting “what learning is” for as input. If it is said that the process is more important, of course, the input becomes the basis that must play a role and determine the raw source that must be processed. The philosophical perspective in education is to find a common thread between the process and what is being taught. The philosophical perspective also opens up all the possibilities that can be extracted from the process.

The finding and discussion included 2 main parts, the first part discussed the result related to the educational philosophy, and the norm, values of learning in Pesantren portrayed in the movie. The last part discussed the finding and discussion related to belief and society’ view dealing with the education in *Pesantren* Setting.

1. The Educational Philosophy, Norm and Values of Learning in Pesantren Portrayed in the Movie

According to perennialism, education should be based on unchanging facts, should impart intellectual knowledge and should develop the human mind. As it is depicted on the scene, in pesantren all of the things, norms, value and everything we do is based on Al-Quran and Hadith as the primary source. Al-Qur’an according to moslem is Alloh’ Kalam and it is unchanging fact. We are as a human can learn everything based on it, we develop anything in this world must be based on it. As it is stated. (Silfiana, 2020) The traditional pesantren holds the philosophy of perennialism, idealism, and essentialism.

In perennialism the aim of education is to ensure that students acquire understandings about the great ideas of civilization. These ideas have the potential for solving problems in any era. The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, not changing, as the natural and human worlds at their most essential level, do not change.

A general review of the movies revealed the teachers depicted to be proponents of perenialism. Pesantren as the school for the Islamic teaching of life rooted in the traditional Islamic school’s values and soul, the students can also learn science, character, and how to be part of the society. It is not about learning to memorize the Qur’an, the prophet’s edict or the yellow book. They are also educated to become potential leaders and how to be great men as those who graduate and later willingly share their knowledge with people in the farthest village or on the mountain slope, where ever they are, on the hills or under the bridge.

The following scene (35.51) is when the leader gave the advice to the new students who has already successfully enrolled to the Islamic boarding house. Similarly, in one occasion scene 35.51 the leader had a dialogue with alif and his friends about being a

good leader with the right manner. There are also some scene that tried to portray the leader of pesantren truly rejected when one of the parents want to do bribery. They tried to bribe him to accept their son in pesantren eventhough they failed in the examination. The scenes gave us valuables moral values of life that need to be introduced to our students. The concept of education in Islam which refers to the teachings of the Qur'an, there are three basic concepts: cultivation of faith and aqidah, educational pillars and social ethics as revealed from Lukman's advice to his son. (Zubaidillah, 2018)

Meanwhile, Essentialists believe that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way. The emphasis in this conservative perspective is on intellectual and moral standards that schools should teach. In *pesantren*, the teachers give their concern more on the morality and ethic that is the fundamental one. It is the guidance in every aspects of life. in the scene (26.43) and scene (27.57) showed us to teach the students how to be discipline in our daily life.

Table 1: Scene and Subtitle on the Movie Related to Norm and Values in Pesantren

Time	Scene	Subtitle
21.11	When everybody meets. They always say salam	peace be upon you
21.53	Alif looks surrounding every people were busy with the Qur'an. He got surprised	There is no dialogue
24.45	The head of the dorm advise the students. "	Do not be shy. People next to you will be the closest people to you. They will be more than family
35.51	The leader gave his preach	This is a school for the Islamic teaching of life rooted in the traditional Islamic school's values and soul, in this school you also learn science, character, and how to be part of the society. It is not about learning to memorize the Qur'an, the prophet's edict or the yellow book. We will also educate you to become potential leaders and how to be great men. Great men are those who graduate and later willingly share their knowledge with people in the

		farthest village or on the mountain slope, where ever they are, on the hills or under the bridge.
30.22	The first meeting in class, the teachers truly impressed the students	It's not the sharpest, but those who are committed. Man jadda wa jada, who make the serious effort, he will be successful.
26.43	The teacher explained the rule that need to be obeyed by the students	Reinstate your commitment to study. Each individual must create a conducive environment for learning at this school. The appropriateness of attire.
28.25	The first time, Alif comes to the class. His friend offer the place to sit.	Sit here
54.00	Alif wants to see his teacher, and the teacher's daughter replied politely	Be my guest
01.01.00	The students are helping the other when they are sick	-

Furthermore, the leader of the pesantren is trully respected and believed. As it is depicted on the scene. When they met him/ her they will kneel down as the way to show their respect. It is a kind of honour for them, the students do really hope their pray. They wants to get what it is called "Barokah", then, they will be success in the future. Everything they did must be sincerely; purely because of God. They seek for God repayness not from the human. They believe if they work and study hard then everybody will be success in the future. Kyai are religious scholars who have become teachers and leaders because of their advanced religious knowledge and mystical powers. According to Lukens-Bull, kyai and their followers are striving to construct an identity, faithful to traditional religious values and recognizant of the needs of a globalizing society, which is done in two ways. The first is through pesantren in which kyai are not only declaring what it means to be a Muslim in contemporary Indonesia, as well as what the nation needs in its human resource development programs, but they are taking action by educating students according to their visions for the future. The second way is by the doors of individual pesantren and the debates and differences of opinion among kyai about what is needed for Indonesian society. (Fauzi, 2021)

The students did the activity regularly every day. The bounding and friendship among the students are strong, they will help each other when they got difficulty scene 01.01.00. It is built well naturally. It is portrayed in scene 21.11 when everybody meets. They always say salam. It is one of the thing that normally done as a moslem people we prayed for the people we meet. Besides, time is very precious the people in pesantren will spend most of their time to read for the Qur'an in scene 21.53. Life in the world is not eternal; therefore, moslem need to prepare life for hereafter as it is stated in the Qur'an.

2. Beliefs and Tradition Preserved by the Society that Contribute to Success and Relevance with the Islam Philosophy.

The basic thought of Islam also found in the movie. It is portrayed as follow: Islam gives a great consideration to traditions; and in values contradict with the local tradition, Islam will approach it gradually and appreciate it proportionally and even transform as instrument for developing Islamic propagation. Second, Islam has no offence to other faith and religion, it builds a strong base for peaceful existential life. Third, Islam comes to revitalize obsolete traditions, so it becomes accepted as a religion but at the same time it is also become tradition. Fourth, Islam becomes a traditionalized religion, a religion which is deeply rooted in traditions. The basic thought which sees traditions friendly above makes Islam easily accepted by various people in our country. (Susanto & Abadi, 2016)

The movie also portrayed the Islamic boarding school as the main setting. It is described as a education institution that have the modern yet still have traditional elements which is attached to the education in the islamic school. We can find them by the scenes, where the students (the islamic students) not only learn about religion like fiqih, nahwu, tafsir, tauhid, hadist, memorized Qur'an, they also learn common lesson like foreign language, social skill, so they can live in their society easily (Hartiningrum, 2014).

Table 2: Scene and Subtitle

Time	Scene	Subtitle
14.40	A mother let her son to study in Pesantren	Go, you must learn to be independent
24.00	Alif's father left his son in pesantren	-

17.56	The dialogue between the teacher and the students when they enter the gate of Pondok Madani	Many people come here. How many each year? Thousands
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01.48.00	Every student got success with their dream	-
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In Indonesia, the society still holds the belief that Islamic boarding school is the appropriate place to educate the people. As it is stated by Bakri & Mangkachi (2021) that pesantren, born from the community, should not leave the social community but should always answer community needs by maintaining a harmonious relationship and providing benefits to the community. It is portrayed in the scene 14.40 when one of the students' parent let her son to study in Pesantren. They can learn how to live independently to be a good moslem in the world and hereafter. The parents had a great hope in the future that their son and daughter will a great person in the future. Eventhough it is hard to let them to live in pesantren, they do it sincerely for seeking God's mercy. Then, their children later will also be guided to live in right manner and the right way. As it is depicted in the scene 17.56, there are many people who come to pesantren to let her children educated by the teachers. Hundreds of people even thousand hold this belief up to nowadays. The people believes that the student will learn multicultural values that cotntribute to their success. The application of multicultural values includes openness, humanity, tolerance, mutual assistance, justice, equality, brotherhood. (Nurhayati & Nurhidayah, 2019)

The definition of success might be different among people. As it is portrayed in the beginning of the movie, the definition of success is when a person has meaning to the other, they used and contribute to the other no matter where the place is. Then, it is the real definition of success. A moslem believe if they did something sincerely and with a great effort then they will be succesfull person in the future and also hereafter. It is portrayed in the movie in the scene 01.48. when finally everybody can pursue their dream. It is line with the saying in islam "*man jadda wa jadda*".

CONCLUSION

This study examines the educational philosophy, norms, values and beliefs and tradition found in pesantren through the analysis of the movie *negeri 5 menara*. It aims to reveal the philosophy underpinning the movie. The norm, values, that shape the movie, beliefs and tradition preserved by the people that contribute to success was also analyzed. The traditional pesantren holds the philosophy of perennialism, idealism, and essentialism. In perennialism the aim of education is to ensure that students acquire understandings

about the great ideas of civilization. These ideas have the potential for solving problems in any era. The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, not changing, as the natural and human worlds at their most essential level, do not change

The basic thought of Islam also found in the movie. It is portrayed as follow: islam gives a great consideration to traditions; when the values contradict with the local tradition, Islam will approach it gradually and appreciate it proportionally and even transform as instrument for developing Islamic propagation. Second, Islam has no offence to other faith and religion, it builds a strong base for peaceful existential life. Third, Islam comes to revitalize obsolete traditions, so it becomes accepted as a religion but at the same time it is also become tradition. Fourth, Islam becomes a traditionalized religion, a religion which is deeply rooted in traditions. The basic thought which sees traditions friendly above makes Islam easily accepted by various people in our country.

It is suggested for further research that the scope of the study can be widened to include movies with salaf or modern pesantren. The setting can be made suited with the time setting such as in the historical event or war setting. Meanwhile, further study can also compare the educational philosophy in the past and in the modern time. The last, these movie can also be considered as one of the teaching material in urban area especially in public school in order to illustrate the living in pesantren. Similarly, students and teachers in the urban area are encouraged to watch these movie as a means of motivation in teaching and learning. The last, more current movies about education in pesantren can be analyzed and compared, to seek for the closest circumstances.

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