

## Tambourine Art as a Da'wah Strategy in the Actualization of Islamic Values in Islamic Religious Education Learning

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### ABSTRACT

**Purpose of the study:** The purpose of this research is to determine the art of tambourine as a da'wah strategy in the actualization of Islamic values in Islamic religious education learning.

**Methodology:** This research uses a qualitative approach with a case study method. The instrument used in data collection was an interview sheet. This research data analysis will use a qualitative data analysis approach by Miles and Huberman which includes data collection, data reduction, data presentation, and drawing conclusions.

**Main Findings:** The results of this research are the integration of local wisdom values, especially through Tambourine Art, in Islamic Religious Education learning which has a positive impact in strengthening students' understanding of local religious and cultural values. Learning that is contextual and relevant to students' lives can make a significant contribution to the formation of strong character rooted in noble religious values.

**Novelty/Originality of this study:** The use of Tambourine Art as a Da'wah Strategy in Islamic Religious Education learning provides a holistic learning approach, combining aspects of art, culture and religion in one container. This can enrich students' learning experience and help them to better understand Islamic teachings as a whole.

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## 1. INTRODUCTION

In Islam, da'wah is a fundamental concept that describes efforts to convey religious teachings to other people with the aim of educating, motivating and influencing them in understanding and practicing Islamic teachings [1]-[3]. Da'wah is not only limited to efforts to spread religious knowledge, but also includes moral, social and spiritual aspects in everyday life [4]-[6]. With various methods and approaches, including verbal and non-verbal communication, as well as concrete examples of behavior in accordance with Islamic teachings, da'wah is an important part of maintaining the continuity and spread of Islamic teachings throughout the world [7]-[9].

In the practice of da'wah, there are various strategies used to convey religious messages to the public, one of which is using the tambourine, a traditional Islamic musical instrument, accompanied by chanting of poetry or religious advice [10]-[12]. Through the use of tambourines, da'wah not only becomes a means of attracting attention and entertaining, but also brings religious messages directly to listeners, creating deep spiritual experiences and moving their hearts and minds [13]-[15].

One of the da'wah strategies used is tambourine art, an Islamic musical tradition that uses a musical instrument in the form of a large drum called a tambourine [16]-[18]. In tambourine art, players produce distinctive and mesmerizing rhythms, often accompanied by vocals or chanting of religious poetry. Through the mesmerizing tambourine game, da'wah becomes more interesting and can reach various levels of society. Apart from being a means of conveying religious messages, tambourine art also has cultural values which in its context can be deeply rooted in Islamic society, so that it can strengthen religious and social ties between individuals in the community. Thus, tambourine art is not only an effective da'wah strategy, but also an important part of Islamic cultural heritage and spirituality [19]-[21].

Local wisdom contained in tambourine art has great potential to grow and develop the character of cooperation in society [22]-[24]. Through the collaborative practice of playing the tambourine, individuals learn to support each other, coordinate, and communicate effectively to achieve shared goals. This process not only strengthens social bonds between group members, but also fosters a sense of responsibility, trust, and empathy for each other. Thus, tambourine art is not only a means of spreading religious messages, but also an effective forum for fostering the values of cooperation and solidarity which are important foundations in building a harmonious and empowered society [25]-[28].

The research gap related to Islamic Religious Education learning materials which focuses on da'wah strategies by actualizing local wisdom values in tambourine art is still an area with minimal research [29], [30]. Although tambourine art has long been an integral part of Islamic culture and traditions in various communities, research that specifically explores how tambourine art can be integrated into the Islamic Religious Education curriculum to teach religious values and local wisdom is still limited. This gap creates opportunities for further in-depth research on how da'wah strategies through tambourine art can be used effectively in Islamic Religious Education learning, as well as its impact on students' understanding of Islamic teachings and the development of their religious identity. Thus, research that fills this gap can make a significant contribution to the development of religious education that is more contextual and relevant to students' lives.

The implications and novelty of using Tambourine Art as a Da'wah Strategy in Islamic Religious Education learning are very significant. First, the use of Tambourine Art provides a holistic learning approach, combining aspects of art, culture and religion in one container. This can enrich students' learning experience and help them to better understand Islamic teachings as a whole. Second, Tambourine Art as a Da'wah Strategy opens up space to actualize local wisdom values in a global context, strengthening students' cultural and religious identity in the era of globalization. Third, the use of Tambourine Art in Islamic Religious Education learning can be a bridge of communication between the younger generation and traditional values passed down from generation to generation, maintaining the continuity and preservation of local arts and culture. Fourth, the uniqueness and distinctiveness of Tambourine Art as a Da'wah Strategy can be a special attraction for students, strengthen their interest in religious learning, and encourage creativity and activeness in the learning process. Thus, the use of Tambourine Art as a Da'wah Strategy in Islamic Religious Education learning not only has positive practical implications in enriching learning methods, but also brings deep values to students' learning experiences.

The implications of using Tambourine Art as a Da'wah Strategy in Islamic Religious Education learning has two important dimensions: practical aspects and added cultural value. First, practically, the use of Tambourine Art can increase student involvement in learning Islamic Religious Education. Through direct experience in participating in the art of tambourine, students not only listen, but also actively engage in the learning process, thereby strengthening their understanding of Islamic values. Second, in terms of added cultural value, the integration of Tambourine Art recognizes and enriches local wisdom in the context of religious learning. This not only actualizes Islamic values, but also strengthens students' cultural and religious identity in their own cultural context. Overall, the use of Tambourine Art as a Da'wah Strategy in Islamic Religious Education learning provides new advantages in a religious education approach that is more contextual, interactive, and enriches local cultural values, which in turn can increase the effectiveness and relevance of religious learning in the context of an increasingly modern society. diverse.

The aim of this research is to explore the potential for using tambourine art as a da'wah strategy in the context of Islamic Religious Education learning. This research aims to understand how tambourine art can be used to convey Islamic values to students in a more contextual, interesting and meaningful way. The aim of this research is to determine tambourine art as a da'wah strategy in the actualization of Islamic values in Islamic religious education learning.

## 2. RESEARCH METHOD

This research uses a qualitative approach with a case study method. Case studies are an in-depth approach to understanding certain phenomena in a broader context [31]-[33]. In the context of this research, case studies will help in analyzing how Tambourine Art can be used as a da'wah strategy to actualize Islamic values in Islamic Religious Education learning.

The population in this research are teachers who are involved in learning Islamic Religious Education in schools or institutions that use Tambourine Art as a da'wah strategy. The sample will be selected purposively, with inclusion criteria being the use of Tambourine Art in learning and active participation in da'wah activities. The sample in this research is teachers who are involved in learning Islamic Religious Education in schools or institutions that use Tambourine Art in Limboro District, Polewali Mandar Regency.

The instrument used in data collection was an interview sheet. The interview sheet will be designed to explore the respondent's understanding and experience regarding the use of Tambourine Art in preaching and learning Islamic Religious Education. The interview sheet grid used in this research is as follows:

Table 1. Interview sheet grid

No	Indicator	Question
1	Experience using Tambourine Art in learning	What is your experience in using Tambourine Art in learning Islamic Religious Education? Can you tell us about the most memorable or interesting experience related to using Tambourine Art?
2	Perception of the effectiveness of Tambourine Art as a da'wah strategy	What is your perception of the effectiveness of Tambourine Art as a da'wah strategy in the context of religious learning? In your opinion, is Tambourine Art effective in conveying religious messages to students?
3	The role of Tambourine Art in actualizing Islamic values	In your opinion, what is the main role of Tambourine Art in actualizing Islamic values in Islamic Religious Education learning? How can Tambourine Art help students understand and internalize religious values?
4	Obstacles or challenges faced in using Tambourine Art	What obstacles or challenges do you face in using Tambourine Art as a da'wah strategy in learning? How do you overcome these obstacles or what solutions do you propose to increase the effectiveness of using Tambourine Arts in religious learning?

This research data analysis will use a qualitative data analysis approach developed by Miles and Huberman. This approach involves data collection, data reduction, data presentation, and drawing conclusions [34], [35]. Data analysis will be carried out systematically to identify patterns, themes and relationships between the data collected.

The research procedure will be carried out in the stages of preparing research instruments in the form of interview sheets, obtaining permission from the relevant agencies to conduct research, conducting observations and collecting data by conducting interviews with respondents, analyzing the collected qualitative data, drawing conclusions based on data analysis to describe the use of Tambourine Art as a da'wah strategies in learning Islamic Religious Education.

### 3. RESULTS AND DISCUSSION

The observation results show that Tambourine Art has a significant role in strengthening students' Islamic identity. Through learning Tambourine Art, students experience direct experience in cultural religious expressions. They learn not only about religious songs, but also understand the meaning and values contained in every movement and rhythm produced by the tambourine musical instrument. This helps them to better appreciate and internalize Islamic values in their daily lives. In the context of learning Tambourine Art, students also develop social and cooperation skills [36]-[38]. They learn to work together to play the tambourine musical instrument, regulate the rhythm, and synchronize movements with religious songs. This process not only strengthens social relations between students, but also helps them to understand the importance of cooperation in achieving common goals, as in Islamic teachings which emphasize the values of togetherness and *ukhuwah*.

The results of the interview regarding tambourine art as a da'wah strategy in the actualization of Islamic values in Islamic religious education learning can be seen in the following table:

Table 2. Interview results

Question	Answer
What is your experience in using Tambourine Art in learning Islamic Religious Education? Can you tell us about the most memorable or interesting experience related to using Tambourine Art?	I have had a very positive experience in using Tambourine Art in Islamic Religious Education lessons. One of the most memorable experiences was when we held a Tambourine Art performance at school, where our students could be actively involved in playing the tambourine musical instrument and conveying religious messages through religious songs accompanied by the tambourine.
What is your perception of the effectiveness	In my opinion, Tambourine Art is very effective as a da'wah

of Tambourine Art as a da'wah strategy in the context of religious learning? In your opinion, is Tambourine Art effective in conveying religious messages to students?

In your opinion, what is the main role of Tambourine Art in actualizing Islamic values in Islamic Religious Education learning? How can Tambourine Art help students understand and internalize religious values?

What obstacles or challenges do you face in using Tambourine Art as a da'wah strategy in learning? How do you overcome these obstacles or what solutions do you propose to increase the effectiveness of using Tambourine Arts in religious learning?

strategy. This musical instrument not only attracts students' attention, but also helps them to better understand the meaning of the religious messages conveyed. The sense of togetherness created when playing the tambourine also strengthens effectiveness in conveying Islamic values.

I believe that Tambourine Art has an important role in actualizing Islamic values. Through music and movements played with a tambourine, students can feel and understand the values of togetherness, patience and perseverance taught in the Islamic religion. Apart from that, Tambourine Art is also a means to develop a sense of love for religious teachings.

One of the obstacles we face is the limited number of tambourine musical instruments available in schools. This sometimes limits student participation in Tambourine Arts lessons. To overcome this obstacle, we are trying to get more tambourine instruments and rotate their use so that all students can be actively involved.

Based on the results of interviews regarding Tambourine Art as a Da'wah Strategy in the actualization of Islamic values in Islamic Religious Education learning, it can be concluded several important things, namely Positive Experience, where the majority of respondents had positive experiences in using Tambourine Art in Islamic Religious Education learning. They said that students' participation in playing the tambourine and conveying religious messages through music was a memorable moment in learning. Most respondents believe that Tambourine Art is effective as a da'wah strategy. They saw that this musical instrument was able to attract students' attention and help them to better understand the Islamic values being conveyed. Tambourine art is considered to have an important role in actualizing Islamic values. Through music and movements played with a tambourine, students can feel and understand the values of togetherness, patience and perseverance taught in the Islamic religion. One of the obstacles faced is the limited number of tambourine musical instruments available in schools. This is a challenge in facilitating the participation of all students in learning Tambourine Art.

Thus, the results of this interview show that Tambourine Art can be an effective strategy in preaching and actualizing Islamic values in Islamic Religious Education learning. However, efforts need to be made to overcome implementation obstacles so that Tambourine Art can be utilized optimally in the context of religious learning.

The tambourine is a traditional musical instrument that has local wisdom that is rich in cultural and religious values [39], [40]. Its presence in society has made a significant contribution in strengthening Islamic identity and broadening insight into local culture. The tambourine is a traditional musical instrument that is rich in cultural and Islamic values. In local culture, the tambourine is an important Islamic symbol, used in religious events and as a means of learning positive values. Rebana also has a role in da'wah and spreading religious messages, and continues to experience innovation to remain relevant in the modern context. In conclusion, the local wisdom of Tambourine has deep value in strengthening Islamic identity, preserving culture, and teaching religious values in an interesting and effective way.

The use of local wisdom values contained in Tambourine Art is fundamental in learning Islamic Religious Education, especially in preaching strategy material. This is because Tambourine Art not only has deep roots in the local religious context, but also provides a learning experience that is more contextual and relevant to students' daily religious life. Apart from that, the values of local wisdom such as cooperation, patience, and togetherness which are represented in Tambourine Art are universal values that are important in Islam, so that they provide practical learning and are embedded in students' lives [41], [42]. The use of Tambourine Art can also increase the effectiveness of da'wah, because religious messages can be conveyed in an interesting way through the music and movements produced. This also helps students strengthen their Islamic identity and plays a role in maintaining and appreciating local wisdom and traditional culture which is an important part of the archipelago's Islamic heritage.

Novelty about local wisdom for learning Islamic Religious Education in character is the ability to integrate local cultural and religious values deeply into the learning process. This involves applying innovative teaching methods to strengthen students' understanding of Islamic values and rich local culture. By utilizing local wisdom such as Tambourine Art or other religious traditions, learning can become more lively, relevant and touch students' hearts. The uniqueness of this approach is that it creates a learning environment that empowers students to understand, appreciate, and apply religious and cultural values in their daily lives. Thus, this novelty not only strengthens Islamic religious learning, but also helps form a strong character rooted in noble values.

The implication of research on local wisdom for learning Islamic Religious Education in character is that it provides a strong foundation for the development of more effective and meaningful learning strategies.

The findings from this research show the importance of integrating local wisdom values, such as Tambourine Art, in Islamic religious learning in order to strengthen students' understanding of local religious and cultural values. This implication indicates that a learning approach that is contextual and relevant to the realities of students' lives can have a more significant impact in forming strong character that is rooted in noble religious values. Apart from that, this implication also encourages increased training and development of teaching staff so that they are better able to integrate local wisdom values in character learning effectively. Thus, the implications of this research have the potential to make a positive contribution in enriching students' learning experiences and strengthening Islamic religious values in everyday life.

One of the limitations of research on local wisdom for learning Islamic Religious Education in character is the limitation in generalizing the research results. Because it focuses on certain local wisdom values, such as Tambourine Art, this research may not cover all aspects of local wisdom that are relevant in the context of learning about the Islamic religion. Apart from that, contextual factors that can influence the effectiveness of implementing local wisdom values in learning also need to be considered further to get a more comprehensive and in-depth picture.

#### 4. CONCLUSION

The conclusion of this research is that the integration of local wisdom values, especially through Tambourine Art, in Islamic Religious Education learning has a positive impact in strengthening students' understanding of local religious and cultural values. Learning that is contextual and relevant to students' lives can make a significant contribution to the formation of strong character rooted in noble religious values. However, this research also shows the need for improvements in the training and development of teaching staff as well as a deeper understanding of contextual factors that can influence the effectiveness of implementing local wisdom values in learning. Thus, the results of this research provide a strong foundation for the development of more optimal learning strategies in utilizing local wisdom as a means of forming quality student character. Recommendations from the results of this research include increasing teacher training in integrating local wisdom values, such as Tambourine Art, in Islamic religious learning, developing learning materials that are richer in local wisdom values, strengthening collaboration with local communities for authentic learning experiences, and the need for regular evaluation and monitoring to ensure the effectiveness of the integration of local wisdom values in Islamic religious learning.

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