

## Componential of Creativity Santri Daar El Qolam Islamic Boarding School in the Field of Arts



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**ABSTRACT:** A person's creativity depends on three main components: expertise, creative thinking ability, and intrinsic motivation. Expertise and creative thinking ability are technical skills and aptitudes that can be honed, while intrinsic motivation (motivation from within) is often the most important for generating innovative ideas. Santri of Daar el Qolam Islamic Boarding School dares to respond to culture and art. Through art activities provided by Kiyai and Asatidz, all students can participate in good and beautiful art activities. Activities that have been carried out include Art Wear Creation Training, Making Women's Dresses from recycled materials, Sports and Arts Week, Santri Art Night, and Commemoration of National Santri Day by making a work of music and video clips with various performing arts.

**KEYWORDS:** Creativity, Art, Islamic Boarding School, Performing Arts

### I. INTRODUCTION

Daar el-Qolam Islamic Boarding School is one of the largest Islamic boarding schools in Banten Province. To respond to the flow of modernization, Madrasatul Muallimin al-Islamiyah Daar el-Qolam Islamic Boarding School has made improvements to prepare a generation that can compete in the era of globalization. In its development, pesantren face two difficult choices: maintaining tradition and modernizing. Choosing the first means that pesantren must be ready to be abandoned by the pro-modernist generation; choosing the second implies that pesantren must be prepared to be uprooted from their original traditions and cultural roots. In selecting the two options, the pesantren prefers a smart solution, guided by the principle of *al-muhafadhah 'alal qadim al-shalih wal akhdzu bil jadidil ashlah* (maintaining the old that is still good and taking new that is better). The smart choice finally marks the existence of pesantren, which has been maintained until now. Even Daar el Qolam Islamic Boarding School has a quote, "Caring for Tradition and Responding to Modernization." (Supriyadi & Sholeha, 2023) Armed with approximately 48 years of experience educating and developing more than 5,000 students. So in line with the demands of the development of information technology in this era, Daar el-Qolam Islamic Boarding School, as an educational institution with a modern pesantren approach, is required to be able to produce pesantren alums who have competitive competitiveness and excel in mastering research, technology, and also one of them responds to the development of arts in Indonesia.

Daar el Qolam Islamic Boarding School also has a special mission in molding the character of students, including: Providing special treatment and opportunities for students who are considered more intelligent to utilize their time & intelligence to add knowledge & special skills further; Motivating students to explore further their abilities in developing knowledge & skills; Creating excellent alums with more values so that they can excel in the framework of following the next level of education and community service.

Daar El Qolam Islamic Boarding School has a unique approach to the arts that integrates Islamic values with positive cultural expression. Like most other modern boarding schools, this school views the arts as part of the media for da'wah and character education so that it can develop its students' artistic talents in an Islamic environment. It is appropriate for Islamic boarding schools to start building and fostering the character of students with Islamic values and advancing human resources by having one of them make art as a medium for character education and especially have a strong artistic spirit. (Faruk et al., 2022) Therefore, this research will discuss how to open the kiyai and asatidz's mindset to continue providing opportunities for students to carry out an artistic process. This research uses The Componential Approach of Creativity.

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### II. STUDY APPROACH

There are three components to creativity: domain-relevant skills (expertise in the relevant domain or domains), a creativity-relevant process (cognitive and personality processes conducive to new thinking and innovation), and task motivation (in particular, intrinsic motivation to engage in thinking and innovating), and task motivation (specifically, intrinsic motivation to engage in the activity because of interest, enjoyment, or activity because of personal interest, joy, or a sense of challenge). (Kessler, 2013) Components outside the individual are the surrounding environment, particularly the social environment.

### III. ART ACTIVITIES IN THE DAAR EL QOLAM ISLAMIC BOARDING SCHOOL

A human's experience of art will focus on feelings, thoughts, senses, and human intuition (Fadhilaturrahmi et al., 2024). (Tolstoy, 2020) interpretation of What is Art that art is one of the organs of human development. The connection between art and experience in a person will continue as long as the dynamics of art rotate in life. The development of art is accompanied by varying beauty and experience from time to time (Wahyudi, 2019). However, the experience of art needs to be understood not only as an aesthetic object but as the function of art embodied in human experience. As happened in Daar el Qolam Islamic Boarding School, Kiyai and Asatidz provide a unique and interesting art experience. This is given so students can gain artistic experiences that can be positive activities and self-existence. The following are some creative activities at Daar el Qolam Islamic Boarding School.



Figure 1: (Courtesy of Syarifah Nur Hajja 2024)



Figure 2: (Courtesy of Daar el Qolam 2024)

Santri, as part of the educational element in Islamic boarding schools, has an important role in responding to and developing various forms of art. This response can be seen from the art activities, such as training in making art wear and recycling clothing. With this training, students can explore their creativity and contribute works that have artistic value while being environmentally friendly. This opportunity also encourages them to be more sensitive to social issues, especially regarding sustainability, by teaching them the values of care and responsibility taught in pesantren.



Figure 3: (Courtesy of Daar el Qolam 2024)

Art activities held in pesantren, such as the Sports and Arts Week (Porseni) among students, become a forum for diverse artistic expressions. In this event, students can showcase their skills in various branches of art, including fine arts, music, dance, and theater. This competition not only gives the students space to be creative but also strengthens the sense of confidence and togetherness among them. Porseni also trains students to work together in teams, appreciate friends' work, and compete healthily by the principles of sportsmanship.



Figure 4: (Courtesy of Daar el Qolam 2024)

The Santri Art Night celebrates art that is more profound and sacred to the santri. This activity is a moment where students can perform various art performances, ranging from music, dance, and poetry to theater. In addition to being an appreciation event for the student's artistic talents, this event is also a place for them to express religious and social values through meaningful works of art. Santri Art Night is often greeted with enthusiasm because it is an opportunity for students to channel their creativity in a family atmosphere.



Figure 5: (Courtesy of Daar el Qolam 2024)

The commemoration of National Santri Day is a moment of reflection and appreciation of the role of santri in the nation's history. In this celebration, art is one of the forms of respect that is highly featured. Santri presents various art performances as a form of their love for their homeland and cultural heritage. This shows that art for santri is not only for entertainment but also a means to convey messages and values of struggle. Through art, santri can express the spirit of nationality and togetherness creatively.

### IV. EXPERTISE, CREATIVE THINKING ABILITY, AND INTRINSIC MOTIVATION

1. Domain-relevant skills include knowledge, expertise, technical skills, intelligence, interests, and aptitudes in the particular domain in which the problem solver works - such as product design or electrical engineering. These skills comprise the raw materials individuals can draw on during the creative process. Elements that can be combined to create possible responses and expertise with which the individual will assess the feasibility of possible responses. Expertise refers to the knowledge and skills of santri in the field of art. Examples of santri involvement in various art activities, such as theater, music, and fine arts. During the commemoration of National Santri Day, Daar el Qolam Islamic Boarding School created a musical work entitled "Santri Negeri Cahaya Abadi," which also has a video clip, in video clip featuring a Hanoman dance and Kecak dance from Bali, with a backdrop using a Videotron behind which there is also the As-Syifa Mosque, the pride of Daar el Qolam Islamic Boarding School. All students who play a role in the video clip wear good and beautiful costumes; some even wear traditional clothes.
2. Creativity-relevant processes (originally called creativity-relevant skills) include cognitive styles and personality characteristics conducive to independence, risk-taking, and taking a fresh perspective on problems, as well as disciplined work styles and idea-generation skills. These cognitive processes include the ability to use broad and flexible categories to synthesize information and the ability to move beyond perception and performance. Personality processes include self-discipline and tolerance for ambiguity. The ability to generate new and innovative ideas in the artistic process. In the Sports and Arts Week (Porseni) activities, all students are asked to be able to compete or show their skills there. Cooperation between students in art projects can spark creative ideas. Exploration of various art forms, such as digital, traditional, and contemporary. In addition, in Porseni activities, students can increase the attractiveness of unique works of art and sports such as pencak silat and traditional dance performances.
3. Intrinsic task motivation is passion: the motivation to do a task or solve a problem because it is interesting, engaging, personally challenging, or satisfying - rather than doing it because of extrinsic motivation arising from contracted-for rewards, supervision, competition, evaluation, or the requirement to do something because it is required. A central tenet of the componential theory is the intrinsic motivation principle of creativity: A person can be most creative when they feel motivated primarily by the interest, pleasure, satisfaction, and challenge of the work itself - and not by extrinsic motivators. For example, in the art activities of santri, when they conduct training activities on the creation of fashion art wear and recycling fashion, they feel intrinsically motivated. There is a strong urge within them to state that as a santri, they can also compete with students in other public schools.
4. The external component is the work/school environment or, more generally, the social environment. It includes all the extrinsic motivators that have been shown to undermine intrinsic motivation severely, as well as several other factors in the environment that can serve as barriers or stimulants to intrinsic motivation and creativity. Other factors that can stimulate creativity include a positive sense of challenge in the workplace or school environment; collaborative, multi-skilled, idea-focused work teams; freedom in the execution of work; supervisors who encourage the development of new ideas; top management that support innovation through an articulated vision that fosters creativity and through appropriate recognition for creative work; mechanisms for developing new ideas; and norms that support innovation.

And norms for actively sharing ideas across the organization. This can also be one of the student factors when developing creativity. The external component within the boarding school environment can also be a factor. For example, when santri performs art activities at the Porseni event, santri is motivated by external support, including wanting to look perfect and satisfy the kiaiKiyai and teachers there. Giving a good performance will bring up self-confidence and the desire to be better. (Amri, 2018) Individuals with a supportive background will gain a high level of self-confidence so that they can socialize well in social life. Self-confidence is an important aspect of a person's personality, especially among Daar el Qolam Islamic boarding school students. Without self-confidence, a person will have many problems. Self-confidence is one of the most valuable attributes in a person's social life because, with self-confidence, a person can actualize all the potential.

### V. CONCLUSIONS

Overall, the santri's response to the arts shows that Daar el Qolam Islamic Boarding School is a place to learn religion and space for character development and creativity. Art activities such as recycling fashion, fashion art wear, Porseni, and Santri Day celebrations show how pesantren values can be conveyed through various art forms. This not only enriches the experience of santri but also opens opportunities for them to have a broader appreciation of cultural arts, protect the environment, and contribute to preserving the nation's culture.

Interaction Between the Componential of Creativity: expertise, creative thinking ability, and intrinsic motivation interact and strengthen each other in arts development at Daar el Qolam Islamic Boarding School. Support from the environment, the boarding school administrators and the art community, art academics, cultural experts, and especially internal motivation is very important to facilitate the development of these componential. Encourage more programs that integrate art training, creative collaboration, and

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the development of intrinsic motivation to improve the quality of the art of the students of Daar el Qolam Islamic Boarding School in Tangerang, Banten.

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