

Preserving Rebana Art as an Islamic Cultural Heritage in Schools

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Keyword	Abstract
Cultural Preservation, Rebana Art, Islamic Education, Teacher Role, Extracurricular Activities	The interest of the younger generation in rebana is declining due to popular culture, lack of school support, and competent instructors. This study aims to analyze the role of schools and teachers in preserving the art of rebana as an Islamic cultural heritage in educational environments, particularly at MI Islamiyah Mayanggeneng. The background of this study is based on the decreasing interest of the younger generation in traditional arts due to the influence of modern culture, so that strategic efforts are needed to maintain the sustainability of rebana art. This study uses a qualitative approach with a descriptive type, with data collection techniques through observation, interviews, and documentation. The research subjects included the principal, supervising teachers, and students involved in rebana activities. The results show that the preservation of rebana art is carried out through various forms of activities, such as extracurricular activities, integration into learning, religious activities, as well as competitions and art performances. In addition, the role of schools as providers of programs and policies, and teachers as mentors, role models, and innovators, greatly determine the success of rebana art preservation. Supporting factors include school policy support and student enthusiasm, while inhibiting factors include limited facilities and a lack of professional trainers. Thus, the preservation of rebana art in schools can be effective if supported by synergy between policies, implementation, and the educational environment. This research is expected to contribute to the development of education based on Islamic culture and values.

INTRODUCTION

Rebana art is a form of traditional Islamic art that holds high historical, religious, and cultural value in the lives of Muslim communities. (Azmi et al., 2018) This art serves not only as entertainment but also as an effective medium for preaching, conveying Islamic values through poems praising Allah and His Messenger. Over time, rebana has become part of Islamic cultural identity, passed down from generation to generation. The existence of rebana art reflects the harmony between aesthetic and spiritual values that characterize Islamic culture (Anna & others, 2025; Istighosah, 2025). Therefore, preserving rebana art is crucial as an effort to preserve this meaningful cultural heritage.

Amidst the current of modernization, traditional arts such as rebana face unique challenges to survive. Schools, as educational institutions, play a strategic role in preserving and preserving this art. Therefore, preserving rebana art in schools is part of the effort to maintain Islamic cultural identity.

In education, rebana art can be used as a learning medium that not only develops artistic skills but also instills religious values in students (Nasution et al., 2024). Through rebana activities, students can learn about solidarity, discipline, responsibility, and a love of Islamic culture. Furthermore, the poems sung on the rebana contain moral and spiritual messages that can strengthen students' character. This activity can also be a means to foster students' creativity and talent in the field of Islamic music (Darwati et al., 2026). Therefore, integrating rebana art into school activities, particularly through extracurricular activities, is a relevant step in character education. Schools serve not only as a place to transfer knowledge but also as a space for the formation of a holistic personality. By utilizing rebana art, the educational process can be more engaging and meaningful. This demonstrates that art and education can work synergistically in shaping a cultured and moral generation.

Current realities indicate that interest in the art of rebana among the younger generation is declining. Many students are more attracted to modern popular culture, which is considered more engaging and up-to-date (Abeysekara & Hazra, 2026). This has led to rebana being marginalized and becoming less popular in schools. Furthermore, a lack of support from schools in terms of facilities and coaching is also a hindering factor. Not all schools have well-managed extracurricular rebana programs. In fact, in some schools, rebana is merely a supplementary activity that receives little attention. The lack of competent instructors also hinders the development of this activity. If this situation continues, it is feared that rebana art will decline and even become endangered. Therefore, serious efforts are needed to address these issues.

Research conducted by Nur Hidayah et al. shows that hadrah, rebana, and nasyid reflect the values of Islamic culture in the artistic expression of the Lampung community (Hidayah et al., 2025). Research conducted by Neng Sufia et al. shows that educational strategies play an important role in preserving and developing Malay Islamic cultural arts through integrated learning (Sufia et al., 2025). Research conducted by Neng Sufia et al. shows that educational strategies play an important role in preserving and

developing Malay Islamic cultural arts through integrated learning (Amalia, 2025). Research conducted by Heriyati Yatim, Karta Jayadi, and Chandra Apriyansyah shows that schools play an important role in facilitating traditional festivals as an effort to preserve cultural heritage (Yatim et al., 2025).

Based on a review of previous research, a gap exists that requires further study. This gap is the lack of research specifically addressing strategies for preserving rebana art as an Islamic cultural heritage within schools. Most studies only highlight the benefits or impacts of rebana activities on students, but few examine aspects of sustainability and preservation. Furthermore, few studies integrate cultural, educational, and management aspects into a single, coherent study. This demonstrates the need for more in-depth and comprehensive research. This study aims to address this gap by focusing on the preservation of rebana art in schools. Therefore, it is expected to contribute to the development of Islamic education studies. Furthermore, it offers novelty in examining rebana art as a cultural heritage that needs to be preserved. Therefore, this research has high relevance in the context of education and culture.

This study aims to analyze and describe efforts to preserve rebana art as an Islamic cultural heritage in schools, as well as identify supporting and inhibiting factors in its implementation. Furthermore, this study aims to provide strategic recommendations for schools in developing and preserving rebana art. With this research, it is hoped that schools can more optimally utilize rebana art as a medium for character education and da'wah. This study is also expected to serve as a reference for future researchers in studying Islamic art in educational environments. Furthermore, the results of this study are expected to raise awareness of the importance of preserving Islamic culture among the younger generation. Thus, rebana art will not only survive but also develop in accordance with the demands of the times. Therefore, efforts to preserve rebana art must be carried out systematically and sustainably. This is crucial for maintaining the sustainability of Islamic cultural heritage in the future.

METHOD

This study uses a qualitative approach with a descriptive research type that aims to understand in depth the role of schools and teachers in efforts to preserve the art of rebana as an Islamic cultural heritage in the educational environment (Rukajat, 2018). The research location was carried out at MI Islamiyah Mayanggeneng, which was chosen

because it has active rebana art activities as part of the school program. The data sources in this study consist of primary and secondary data sources. Primary data were obtained directly from informants, namely the principal, extracurricular teachers, and students through interviews and observations. Meanwhile, secondary data were obtained from supporting documents such as school archives, activity schedules, photos, and relevant literature related to rebana art and Islamic education. Data collection techniques were carried out through observation, interviews, and documentation. Observations were used to directly observe the implementation of rebana activities at the school, while interviews were conducted to gather information regarding the roles and strategies implemented by the school and teachers. Documentation was used to supplement the data in the form of photos, activity schedules, and other supporting documents.

The data analysis technique in this study uses an interactive analysis model that includes data reduction, data presentation, and conclusion drawing (Majid, 2017). Data reduction is carried out by selecting and simplifying data relevant to the research focus, then presented in the form of descriptive narratives. Next, the researcher interprets the collected data to find meaning and patterns related to the preservation of rebana art. Data validity is maintained through triangulation techniques of sources and methods, namely by comparing data from observations, interviews, and documentation. With this approach, it is hoped that the results of the study can provide a comprehensive picture of the implementation and role of schools and teachers in preserving rebana art at MI Islamiyah Mayanggeneng.

RESULTS AND DISCUSSION

Implementation of rebana art activities as an Islamic cultural heritage in schools

Rebana art is a traditional art form that has long been a staple in Muslim communities, particularly in Indonesia (Hidayah et al., 2025). Rebana is known as a percussion instrument played by striking it and is typically used to accompany the recitation of religious verses, such as prayers and praises to Allah and His Messenger. In practice, rebana art not only displays musical elements but also contains profound spiritual values. This art is often performed at various religious events such as the commemoration of the Prophet's birthday, Isra Mi'raj, and other Islamic events (Ezzat, 2024). Furthermore, rebana is also an effective medium for preaching because it can convey Islamic messages in an engaging and touching manner. Over time, rebana art has

developed both in terms of arrangement and presentation, while still maintaining its distinctive characteristics as Islamic music. The existence of rebana demonstrates that art can be a means of drawing closer to Allah. Therefore, rebana functions not only as entertainment but also as a medium for education and spiritual development.

يَا أَيُّهَا الَّذِينَ آمَنُوا اذْكُرُوا اللَّهَ ذِكْرًا كَثِيرًا ۝٤١ وَسَبِّحُوهُ بُكْرَةً وَأَصِيلًا ۝٤٢

Means: (1) you who believe, remember Allah by much remembrance (2) and glorify Him in the morning and in the evening (Q.S Al Ahzab: 41-42)

As part of Islamic tradition, the rebana can be categorized as a part of Islamic cultural heritage with high historical and religious value. This cultural heritage not only reflects the richness of Islamic art but also demonstrates how Islamic teachings can be implemented in beautiful and meaningful cultural expressions. Rebana has been passed down from generation to generation and has become part of the identity of Muslim communities in various regions. In this context, preserving the art of rebana is crucial to ensure its values remain alive and are not lost to the times. Furthermore, making rebana an Islamic cultural heritage also means maintaining the continuity of traditions that serve educational and preaching functions. The younger generation needs to be introduced to and involved in rebana activities so they feel a sense of ownership of this culture. Thus, rebana is not merely a relic of the past but can continue to develop in the present and future. Therefore, efforts to preserve rebana must be carried out consciously and sustainably, particularly through educational institutions.

1. Implementation through Extracurricular Activities

Rebana art is generally practiced in schools through regularly scheduled extracurricular activities. These extracurricular activities provide a platform for students to develop their interests and talents in Islamic music. In these activities, students are trained to play the rebana, understand rhythm, and recite religiously inspired verses. Coaching is usually provided by teachers or specialized coaches with expertise in these areas. These activities focus not only on technical aspects but also on instilling Islamic values. Furthermore, rebana extracurricular activities can also serve as a means of character development for students. Through regular practice, students learn discipline, responsibility, and teamwork. Thus, extracurricular activities are a key component of preserving rebana art in schools.

Rebana extracurricular activities also provide opportunities for students to perform in various school activities. For example, in Islamic holiday celebrations, religious activities, or arts competitions at both school and extracurricular levels. This can boost students' self-confidence while introducing rebana art to the wider community. Furthermore, this extracurricular activity can strengthen the school's identity as an institution committed to preserving Islamic culture. School support is essential for these activities to run optimally. Providing adequate facilities and infrastructure is also crucial. Thus, rebana extracurricular activities are not merely supplementary activities but also an integral part of education. Therefore, implementing them through extracurricular activities is a strategic step in preserving rebana art.

2. Integration in Learning Activities

Rebana art can be integrated into classroom learning activities. This integration can be done in specific subjects such as Islamic Religious Education or Arts and Culture (Syarifah et al., 2025). Teachers can utilize rebana as a learning medium to deliver material in a more engaging and contextual way. For example, in a lesson on Islamic history, teachers can introduce rebana as part of the tradition of da'wah. This will help students understand the material more deeply. Furthermore, using rebana in learning can also increase student participation. They not only listen to explanations but also actively participate in activities. This makes learning more interactive and enjoyable.

This integration can also strengthen students' understanding of Islamic values. Rebana poems containing moral messages can be used as reflection material in learning. Teachers can encourage students to analyze the meaning of the poems. This will help students internalize the values contained within. Furthermore, this activity can also develop students' critical and creative thinking skills. With this approach, learning is not only oriented towards outcomes, but also towards the process. Therefore, integrating rebana art into learning is an effective form of implementation. This demonstrates that art can be part of a holistic educational process.

3. Implementation through School Religious Activities

Rebana art is also frequently performed at various religious events in schools. For example, during commemorations of the Prophet's Birthday, the Isra Mi'raj, or

Islamic boarding school (pesantren kilat) events. In these events, the rebana is used as a medium to convey Islamic messages. Students in the rebana group often perform at the event. This provides students with hands-on experience in applying the skills they have learned. Furthermore, these activities can foster religious enthusiasm within the school environment. The religious atmosphere created positively impacts the entire school community. Thus, rebana art becomes an integral part of religious life at school.

Implementation through religious activities can also strengthen the values of togetherness and Islamic brotherhood among students. They learn to work together in preparing for performances. Furthermore, these activities can involve the entire school community, creating positive interactions. Support from the school is essential for the success of these activities. Furthermore, these activities can serve as a means to introduce the art of rebana to other students who are unfamiliar with it. This can foster interest in the art of rebana. Therefore, religious activities are an effective medium for preserving rebana art. This demonstrates that art and religion can coexist harmoniously.

4. Implementation through Competitions and Arts Performances

Rebana art can also be practiced through competitions and art performances, both at the school and inter-school level. These activities provide opportunities for students to demonstrate their abilities and creativity. Furthermore, competitions can motivate students to practice harder. Through these activities, students can learn about sportsmanship and hard work. Art performances also provide a platform to showcase the results of their practice to the public. This can increase appreciation for rebana art. Furthermore, these activities can also serve as a means of promoting Islamic culture. Therefore, competitions and art performances play a vital role in preserving rebana art.

This activity can also encourage innovation in the development of rebana art. Students can create their own performances with variations in music, movements, and costumes. This will make rebana art more appealing to the younger generation. Furthermore, this activity can expand students' networks and experiences. They can interact with participants from other schools. School support is essential in facilitating this activity. This way, students can develop their potential optimally. Therefore,

competitions and art performances are an important part of the implementation of rebana art. This demonstrates that traditional arts can evolve with the times.

The role of schools and teachers in efforts to preserve the art of rebana in educational environments

Preserving the art of rebana as part of Islamic cultural heritage in educational settings is a crucial effort that relates not only to the artistic aspect but also to the character and identity formation of students. Amidst the increasingly rapid flow of globalization, the existence of traditional arts such as rebana faces serious challenges due to the dominance of modern popular culture, which is more popular among the younger generation. This situation demands an active role from educational institutions, especially schools, in preserving and developing traditional arts to ensure their relevance and popularity. Schools, as formal institutions, have a strategic responsibility in transforming cultural and religious values into students. Through a planned and systematic approach, rebana art can be used as an effective educational medium in instilling Islamic values. Furthermore, preserving rebana art is also part of an effort to maintain Islamic cultural identity amidst changing times. Therefore, concrete steps are needed to ensure that rebana art remains alive and thriving in educational settings.

The role of schools and teachers is crucial as key actors in the process of preserving the art of rebana. Schools serve not only as places of learning, but also as spaces for the formation of students' culture and character (Cholifah & others, 2024). Meanwhile, teachers play a strategic role as educators, mentors, and role models in instilling the values inherent in rebana art. The synergy between school policies, teacher competencies, and support from the educational environment will determine the success of these preservation efforts. Furthermore, the involvement of various parties, both internal and external to the school, is also a crucial factor in strengthening the sustainability of rebana art. With effective collaboration, rebana art can not only be preserved but also developed in line with the needs of the times. Therefore, a comprehensive understanding of the role of schools and teachers in preserving rebana art is necessary. There are several roles of schools and teachers in efforts to preserve rebana art in educational environments, including:

1. Schools as Providers of Programs and Policies

The role of schools in preserving the art of rebana in educational settings is highly strategic, as institutions with both educational and cultural functions. Schools are not only tasked with transferring knowledge but also with preserving and developing cultural values that exist within the community, including rebana art, a legacy of Islamic culture. In this context, schools can act as centers for the development and preservation of traditional arts through various planned programs. One concrete manifestation of this role is by incorporating rebana art into structured and sustainable extracurricular activities. Through supportive policies, schools can provide a space for students to learn about and develop rebana art from an early age. Furthermore, schools can provide adequate facilities and resources to support these activities. Thus, the preservation of rebana art can be carried out systematically within the educational environment. This demonstrates the crucial role schools play in maintaining the sustainability of Islamic culture.

2. Schools as Creators of Religious and Cultural Environments

Schools also play a role in creating a conducive environment for the development of rebana art. A supportive school environment will encourage students to be more active in participating in arts activities. This can be achieved through various activities related to rebana art, such as art performances, competitions, and religious activities (Alfiyah et al., 2025). These activities provide students with the opportunity to showcase their abilities. Furthermore, a religious school atmosphere can also strengthen the values inherent in rebana art. Support from the entire school community, including the principal, teachers, and educational staff, is essential. Good cooperation will create synergy in the preservation of rebana art. Therefore, schools must be able to build a culture that supports the development of Islamic art. This way, rebana art preservation can proceed optimally.

3. Teachers as Mentors and Trainers

The role of teachers in preserving the art of rebana is also crucial, as educators and mentors for students. Teachers play a role not only in delivering subject matter but also in instilling cultural and religious values in students. In the context of rebana art, teachers can act as mentors or coaches, guiding students in developing their rebana playing skills. Teachers can also motivate students to be more active in participating in these activities. Furthermore, teachers can link rebana art to learning

materials to strengthen student understanding. This will make learning more engaging and meaningful. Thus, teachers have a dual role as instructors and mentors in preserving the art of rebana. Therefore, teacher competence in both arts and religious fields is essential.

4. Teacher as an Example (Role Model)

Teachers also serve as role models in preserving the art of rebana and its values. Their attitudes and behaviors serve as examples for students in appreciating Islamic culture (Audia et al., 2021). When teachers demonstrate appreciation for the art of rebana, students are more motivated to participate in these activities. Furthermore, teachers can instill values such as discipline, responsibility, and cooperation through rebana activities. This is crucial for developing students' noble character. Teachers can also create a fun and inspiring learning environment. This way, students will feel comfortable and motivated to learn. Therefore, the role of teachers as role models is crucial for the successful preservation of the art of rebana. This demonstrates that education is not only delivered through words, but also through concrete actions.

5. Schools and Teachers as Drivers of Collaboration

Schools and teachers also have a role to play in collaborating with external parties to support the preservation of rebana art. This collaboration can be carried out with arts communities, religious institutions, or other parties with expertise in the field of rebana. Through this collaboration, schools can bring in professional trainers to improve the quality of learning. Furthermore, students can gain new experiences through activities outside of school, broadening their horizons and skills. This collaboration can also strengthen networks in the development of rebana art. Thus, rebana art preservation is not only carried out internally but also involves external parties. Therefore, collaboration is a crucial strategy in cultural preservation.

6. Schools and Teachers as Rebana Art Innovators

Schools and teachers also play a role in innovating the development of rebana art to ensure its relevance to current trends. Innovation can be achieved by developing variations in performances, such as musical arrangements, the use of technology, or incorporating modern art. This aims to attract the interest of the younger generation to rebana art. However, these innovations must maintain the fundamental values

inherent in rebana art. Teachers play a crucial role in guiding these innovations to ensure they remain in line with Islamic principles. This allows rebana art to develop without losing its identity. Therefore, innovation is key to maintaining the sustainability of rebana art. This demonstrates that preservation does not mean stagnation, but rather wise adaptation.

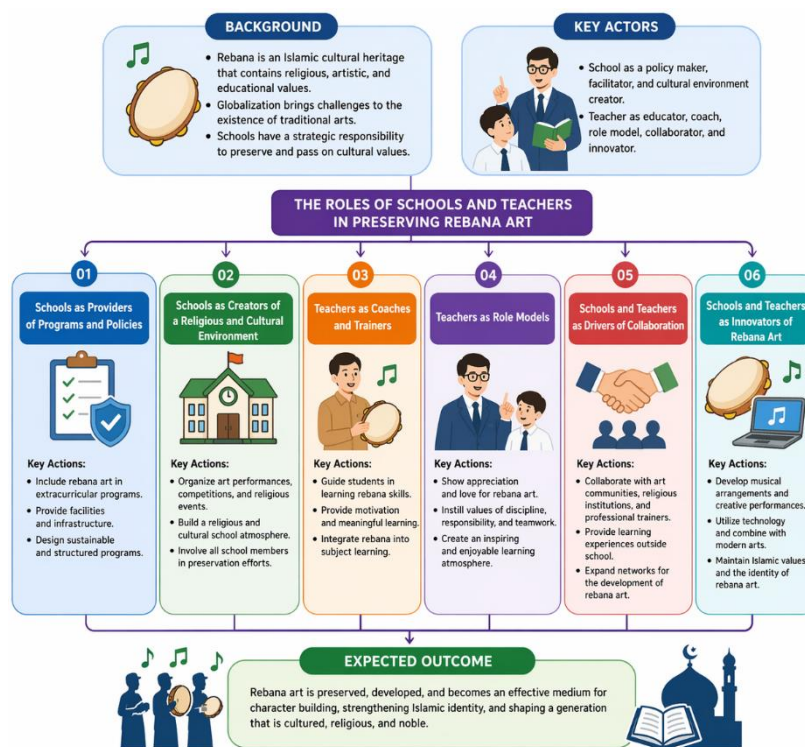


Figure 1 Role Model Rebana Art

The role of schools and teachers in preserving the art of rebana is part of an effort to preserve Islamic cultural heritage and ensure it remains alive and thriving amidst changing times. Through the various roles described, schools and teachers can become agents of change in preserving traditional arts. This preservation is not only crucial for preserving culture but also for shaping the character of a young generation with noble morals. With strong support from various parties, rebana art can continue to develop and attract students. Therefore, a shared commitment is needed to make rebana art an integral part of education.

CONCLUSION

The implementation of rebana art as an Islamic cultural heritage in schools is a strategic step in preserving religious values while shaping students' character. Its

implementation through extracurricular activities, integration into learning, religious activities, as well as competitions and art performances has been proven to improve students' skills, creativity, and spiritual awareness. The role of schools and teachers is very crucial as providers of programs, creators of religious environments, mentors, role models, as well as drivers of collaboration and innovation in the development of rebana art. With structured and sustainable support, rebana art can not only be maintained as a tradition but also developed to remain relevant amid the currents of modernization, thereby serving as an effective educational medium for instilling Islamic values and strengthening the cultural identity of the younger generation.

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