



Analyze of Dramaturgy to Self Concept of Pupil TMI Al-Amien Prenduan (Erving Gofman's Theory Analysis)

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Abstract

Human social life always be related with society interacting anywhere, anytime, and their lives present their selves as a theatre performers whose appearance can change at any time depending on the context. It happens in human life, whoever we are, and in any condition, we always interact in symbols. Maybe without us realizing it, it all happens in every "scene", in a "play" of life. This research uses descriptive analysis, using an interpretive paradigm. By starting from the phenomenon being studied to produce a theory, the goal is used to understand the meaning of the experience of a person, group. But education that can be drawn from the vile events that a person has gone through. By analyzing from sources that are directly on the object and relevance to research. Reviewing the self-presentations displayed by the students by looking at the backstage and front stage. The results of this analysis, the students of TMI Al-Amien Prenduan in their daily lives can manage the two allocations of the place, they know their position how they must display their character setting in front of the supervisors of the cottage, and position their original character when behind the supervisor of the cottage when they are free from supervision.

Keywords: *Self Concept, Santri, Back Stage, Front Stage.*

Abstrak

Kehidupan sosial manusia dalam berinteraksi di mana saja, kapan saja, selalu menampilkan dirinya sebagai pemain teater yang setiap saat penampilannya dapat berubah-ubah bergantung pada konteksnya. Hal itu terjadi pada kehidupan manusia, siapapun kita, dan dalam kondisi apapun, kita selalu berinteraksi dalam simbol-simbol. Mungkin tanpa kita sadari, itu semua terjadi dalam setiap "adekan" pada sebuah "sandiwara" kehidupan. Penelitian ini menggunakan analisis deskriptif, menggunakan paradigma interpretatif. Dimulai dari fenomena yang dialami untuk menghasilkan teori tujuannya dengan memahami arti atas pengalaman seseorang ataupun kelompok. Melainkan edukasi yang bisa diambil dari kejadian peristiwa yang telah dilalui seseorang. Dengan menganalisa dari sumber yang langsung pada objek dan relevans dengan penelitian. Mengkaji tentang presentasi diri yang ditampilkan oleh para santri dengan melihat back stage dan front stage. Hasil dari analisis ini para santri TMI Al-Amien Prenduan dalam kehidupan sehari-harinya bisa mengelola dua alokasi tempat tersebut, mereka memposisikan bagaimana ia harus menampilkan karakter setting mereka dihadapan para pengawas pondok, dan memposisikan karakter asli mereka ketika dibelakang pengawas pondok saat terlepas dari pengawasan.

Kata Kunci: Konsep Diri, Santri, *Back Stage*, *Front Stage*

A. Introduction

Life is like a stage that has a story. The people play their characters and interact each other in various contexts of life. In the process of social interaction, they just can see the appearance or what other humans want to show them. The appearance of human self when interacting on the stage of life with using some symbols to achieve certain goals is what dramaturgy theory tries to explain. (Macionis and John 2006)

The term dramaturgy is related with the effect of drama, theater or fictional performances on the stage where an actor plays other human characters so that the audience can get a picture of character life and be able to follow the storyline of the drama. In dramaturgy consists of Front Stage and Back Stage. (Macionis and John 2006)

Dramaturgy studies the context of human behavior in achieving goals and not to study the results of its behavior. Dramaturgy understands that human interaction has a behavioral agreement that can lead to the ultimate goal of the social interaction. Playing the character is one way to get achievement of the agreement. (Macionis and John 2006)

Dramaturgy theory explained that human identity is unstable and these identities is a part of independent psychology. Human identity can change depending on interactions with other people. That interaction adapt the situation and conditions of how someone shows the interaction, this is how dramaturgy comes in, how people control the interaction. In dramaturgy, social interaction is interpreted as a theatrical performance. Humans are actors who try to incorporate personal characteristics and goals to others with their own show. (Paul and Cheter 1984)

Interacting humans in social life, anywhere and anytime will always presents themselves as a theater actor who can change the appearance everytime depending on the context. It happens in human life, whoever we are in any condition, we always interact in symbols. Maybe unconsciously, that happens in every scene of theatrical life. In the approach to symbolic interaction, Goffman is often considered as an interpreter of self theory of Mead by emphasizing the symbolic nature of human interaction and the exchange of meaning among people through the symbols. (Mulyana 2001)

Mead described strictly that "the self" in the organism who can act, and not passive thing who only accept and respond stimulus. Essentially, Mead's view is central issue to symbolic interactionism. So, that cannot escape from effect of symbolic interaction theory. Dramaturgy is a contribution of Goffman's social scientific study to expansion symbolic interaction theory. Mead declared that self concept basically is from individual's answer for the question about "who am I" and then collected in individual realization special involvement in social relation on going. Mead's opinion about mindset is the mindset has social characteristic, the inner conversation is the conversation between "I" with other at this moment, the conception about "I" the other's conception to that individual. Or by the short sentence, the individual takes other's view about his self is like that view is "his self" that from "me". (Musta'in 2010)

Before interacting with other people, someone will definitely prepare his character first, or the impression that want to captured by other people. This condition called breaking character in the theater world where the actors prepare any character before performing on the stage. With the concept of dramaturgical and role playing performed by humans, atmospheres and conditions of interaction are created and give their own meaning. The emergence of this meaning dependent on the social background of the community itself. Then formed a society that is able to adapt with environment and styles of life. (Paul and Cheter 1984)

Humans cannot be separated from communication and social interaction. In general definition of social interaction is a mutual relationship between individuals and individuals or groups, or groups with other groups and can occur anywhere, including around our life. How many people who always life alone like Robinson Crusoe. However, Robinson Crusoe could not make a conclusion about a person's life alone because he was given a life partner. (Salim 2002)

Humans have an instinct that they want to always live together with other people, in daily life a person cannot be separated from social interaction, but the most important thing from people's interaction is the reaction that is caused to someone so that it becomes an advantage to others. Humans have a desire to life together with other humans around them, and that was how social group is formed. Social groups are a collection of human strategies to achieve togetherness that is owned by every human being with the awareness of each group member who communicates and interacts with each other. This interaction can create social changes that affect every individual and other individuals in society. (Arif 2015)

There are in-groups and out-groups in social groups. In the process of socialization there are the words We and They those who form a different social group by making it an important foundation and it made by the individual itself. In line with the existence of social groups, a social group structure is formed. which arises from a pattern of feelings between members called in-group attitudes which are strictly limited from out-group feelings. (Soejono 2006)

To understanding about concept of pupil's self is very closely related with dramaturgy concept is like a theater show, where the pupils and supervisors communicate with each other. The language that used in theater is verbal

language and non verbal. Based on dramaturgy concept, there are two areas, those are front stage that playing character according to the role to be perfect character in front of audience. So that, the audience can get a life picture from two actors and they can join the plot from that drama. The back stage is place and incident to prepare character playing in front of stage. (Suneki and Haryono 2012)

In dramaturgy model, Goffman assume that when interact, the dramaturgy performer will show the feeling that can be accepted by others, because the dramaturgy performer adjust and control his self, especially to aspects can be disturb. The dramaturgy performer wish the feeling that they express to others will give effect and also wish this will be causing others act intentionally is like what they want. Goffman classify this central topic as "management effect" that cover the technique that used actor to maintain an impression to face a problem that they face and the method that they use to resolve that problem. (George Ritzer Douglas J. Goodman 2004)

Including in the pesantren environment which has a tradition of disseminating values and passing down the thoughts of its predecessors from generation to generation. The leaders of the pesantren, namely the Kiai and Nyai, are the main figures in this process. The transmission of knowledge by a Kiai and a Nyai takes place in a monologue, considering their traditional position as holders of religious authority. Therefore, the transmission of knowledge that takes place in Islamic boarding schools is more dogmatic and ideological. (Marhumah 2011)

TMI Al-Amien Prenduan Islamic boarding school is the education institution that educate pupils 24 hours, that from kinds of Islamic boarding school that so not let go from communication. Communication is an urgent thing to optimizing educators and teachers performance to manage pupils. By this moment, communication will be happen when the humans interact to deliver messages to realize motive of communication. The process of first step is interpretation. That interpreter is motive of communication that happen to communicator. It means, the process communication of first step started from motive of communication appear until communicator intellect success to interpret what he thinks and feel into message that still abstract. (Hartono 2016)

Al-Amien Prenduan Islamic Boarding School is one of the largest Islamic boarding schools on the island of Madura which adheres to modern classical education but still maintains the previous salafiyah tradition. There are several institutions under the auspices of the Al-amien Prenduan foundation, one of which is Tarbiyatul Muallimien Al-Islamiyah (TMI). TMI itself has thousands of students from different and diverse backgrounds, the students consist of various regions in the country from Sabang to Merauke, and even come from abroad, namely Malaysia and Thailand and several other countries. (Pusdilam 2000) Departed from Of course, they have different characters, different cultures, different attitudes and behaviors. This shows that the pesantren is a place for character camouflage after they interact with each other.

The concept of education for TMI Al-Amien Prenduan is broadly in terms of material or educational subjects which include education of faith, personality and character, nationality, citizenship and human rights, science (intellectuality), arts and vocational skills (Kestram), sports, health and the environment. Orkesling), Islamic boarding schools (mahadiyah) are programmed 24 hours a day following the daily activities of students, described in the form of several fields of education (not fields of study) which are programmed according to the existing class or level of education with flexible time allocations. Then according to the competency targets that must be mastered by the students, the Education Field is grouped into 2 groups of competencies, namely Basic Competencies (Komdas) and Elective Competencies (Compil).

Basic Competencies (Komdas) are general basic competencies that must be mastered by all students, without exception, in accordance with the targets set in certain classes. This Komdas includes 2 groups in the Education Sector, namely Komdas A and Komdas B. Komdas A includes Ulum Tanziliah Islamic Studies (Al-Quran wa Ulumuhu, Al-Hadith wa Siroh Nabawiyah, Tauhid Sciences wal Akhlaq, and Science Fiqh wa Ushuluhu), Ulum Wathoniyah National Curriculum (Pancasila and Citizenship Education, Mathematics and Logic, Natural Sciences, Social Sciences, Indonesian Language and Literature, English), Ulum Mahadiyah Islamic Boarding School Curriculum (Arabic Language and Literature, Education and Teacher Training Sciences, Research Fundamentals and Journalism).

While Komdas B includes 5 educational subject, they are education of kepesantrenan, scout and nationality, sports, health and the environment, arts and vocational skills and female education.

Elective competencies (Kompil) are elective competencies that must be mastered by particular students according to talent of students, skill, interest, tendency and their option.

This Kompil includes 2 groups in the education sector educational subject, namely Kompil A and Kompil B. Kompil A includes Ulum Tanziliah and Arabic Language, Mathematics, Natural Sciences, Social Sciences, English, Indonesian Language and literature. While Kompil B includes 8 optional subjects, they are Scout, Research and Scientific Study Club, Languages, Sports, Arts, Nature and Environmental lovers, Skills and Vocational Courses.

The competencies provided in some subjects of education not subject of study and programmed with level of education and flexibel time allocation for student. From that elucidation of social practice and Dramaturgy Theory of Erving Goffman, researchers want to analyze life of TMI Al- Amien Prenduan's students and their characters, life style, social linguistics, social culturals and the implementation of Dramaturgy theory in social interaction of TMI Al- Amien Prenduan's students.

In this research is explained that the pupils always have two characteristics where the characteristics are divided by two. First, the front stage, this characteristic is showed by pupils when they are supervisor's supervising. And the second is back stage, in the back stage the pupils use the original characteristic when the supervisors do not supervise them. The pupils play two characteristics which they are attached with the Islamic boarding school role that intend to obey that roles in order they do not get a punishment by supervisors. But, when they are in back stage will get to explain how is the original characteristic of pupils.

The pupils' attitude are different between front stage and back stage. When they are in front of the supervisors, they will act as the pupils who follow the roles. But in the back stage, they will act as they do and their characters. They do by the original characters without afraid and look enjoy. This research can answer both of characteristics that did by a pupil. So that, this research to know how the pupils can act two stages. How is the concept of Dramaturgy Erving Goffman that do pupils.

This research uses descriptive qualitative, using an interpretive paradigm. By beginning from the phenomenon being studied to produce a theory, the goal

is to understand the meaning of the experience of a person, group, but education that can be taken from the study events that a person has gone through. By analyzing from direct sources on the objects which are relevant to the research. Reviewing the self-presentations displayed by the students by looking at the back stage and front stage.

The researchers collect data by interview. The subjects of this study were the students by collecting data using purposive sampling, then collecting data by observing observations and documentation, as well as direct involvement of researchers. Data analysis refers to Miles and Huberman (1986) that in their statement qualitative data uses words that are arranged, expanded and described and then draw conclusions. (Margono 2004)

B. Result and Discussion

1. Character

The pupils' characters of Al-Amien Prenduan are ambitious and competitive because they have high discipline characteristics from supervisors and strict management. Beside it, the deer instruction and universal make santris' idea opened. The supervisors always supervise santris' activities. Those all that changed their character to be more competitive and ambitious characteristic.

The strict education is implemented during 24 hours with the full activities, from sleeping, getting up till taking a bath have to be conditioned with the activity continued. The pupils have to join one of extracurricular activities and they can choose that suitable with their ability and talent. In every club has the roles which they have to obey, they will be directed to develop their talent as possible and maximum.

By that system, as though they do not have time to enjoy and spend their time to do vain activities, the supervisors are who trusted by asatidz (teachers) that have job to operate systematic activities, supervise and accompany all activities there are. They are managers in every santri's activities. The supervisors are the senior of old friend who their status still be santri. The supervisors are divided by some parts, those are supervisor of room, supervisor of security section, department of education, department of language, and department of cleanlines. But, the every department is not focus only to one part of his job, they will be responsible for to every offense, such as the department of cleanlines finds

a pupil break language, so he can punish the pupil who broke and report him to the department of language and other wise.

2. Life style

TMI's pupil is educated to be humble pupil, as from the way of life, associate, and attitude or moral action. Those are suitable with the five souls of Islamic boarding school is simplicity. The education of simplicity is implemented in daily life in boarding school. It's from eating (food), dress and their pocket money. But sometimes, their life styles are still affected by their life in their houses. So, neither less who far from simplicity. Many society said that Al-Amien's pupils. Specially, TMI is pupil who from upper middle class. Even though, based on ambition of the director, TMI's pupil for all class. That is suitable with its motto that for all class. This society opinion may be supported than average pupil's life by financial. That's back to first statement that all pupils are not from upper middle class.

The impact is many pupils live are normal or simple at first follow the pupils' life styles who enough. Sometimes, they are prestige to admit their original lives. Meanwhile, not a little who demand more to their parents in order to get same something even more than their friends. That is one of trigger that creating society perception. That perception is arise cause life style of some pupils, not roles in the Islamic boarding school.

The either thing from pupils' life is their characteristics. TMI's pupils are from every area of Indonesia, even there are from foreign. Automatically, their race and culture are different. But, by the different culture, they have to live together and respect each other.

Firstly, may be they feel clumsy, even they can because the different characteristic, association and life style. Not a little they disfeel home and do not want to continue their study in TMI, but for who want to survive and force, step by step they will stand it. They can do it because there is accompany directly by supervisor of boarding school in order the pupils get instruction and can associate well.

By the different characteristic, association, and life style teach pupils that although we are different but we must be one. The meaning is nothing trigger that make us must compete. We live together to study and help each other. So

not infrequently, the pupil's life is like brotherhood. If one of them feel ill, the other feels ill. And this condition they still feel until graduation. Our brotherhood feeling is really close and farewell is not obstacle to still communicate. Because all pupils, include alumnus still be Al-Amien's family with the advise's educator "Don't be lose child".

The good life way is taught in TMI Al-Amien Prenduan. Next how to way the pupils applicate it. The mistakes do not come from the way of education, but how the way we, the pupils and alumnus accept and deal with it, how the way, we are as pupils applicate and implement it in daily life. The system do well, but if the pupils and alumnus is not really sincere and unbelieve, all its will be looked nonsense although they lived many years in Islamic boarding school.

3. Social-Linguistics

Al-amien Prenduan Islamic boarding school is located in Sumenep Madura. It is Islamic boarding school that the education concept put forward integration aspect. The synthesis between curriculum of Islamic boarding school and curriculum of general education (modern). The one of integration concept implementation is pupil sociolinguistic. That in daily communication, they have to use international language (Arabic and English language). In the middle globalization era, provision of ability two languages hope as support for existence of pupil success who dedicated and disseminate Islam in the middle of modern society.

The reality, the pupils have high wish to dominate two languages, tend discipline of learning, communication by using Arabic language and English language. Usually, they make club and that club make commitment to do discipline of language together. And this is different with pupils who do not understand the important of two languages. They tend underestimate, being lazy, using district language in the daily communication. When they face the supervisor, they will use two language, but inversely proportional without supervisor.

4. Socio-Cultural

Al-amien Prenduan as islamic boarding school institution that increase in Madura island, the district is known by society as religious district, the Madura's characteristic attached in every breath and step of Islamic boarding school

activities. One of other thing, Al-Amien has special uniqueness in social linguistics language, it's slogan is standing above and all groups have attractiveness from society's view. It is not affiliated to party of society's organization whatever. This slogan explains position of Al-Amien Prenduan as Islamic boarding school that embrace all groups.

The composition of TMI's pupils who borned from all Indonesia district have variety cultures and characteristics. But the reality, TMI's pupils can be easy and fast to adapt with the variation. Those all are based o policy of Islamic boarding school that teach solidarity and instill nationalization values to pupils, the policy of Islamic boarding school with collecting variety pupils to stay at room without specially each other, eating simply, taking a bath waiting in line, etc to make pupils easy to communicate with other without show where they come from. Besides, the socialization each pupils are organized in order they do not forget where thet come from, because the Islamic boarding school does the specific program such as consulate league, annual ceremony, consulate parade, and diversity night.

5. The Implementation of Dramaturgy Theory to Social Interaction of TMI Al-AMien Prenduan Pupil

The implementation of Dramaturgy to pupil's life can be looked that they can adapt with the environment, the roles and programs that they must follow. The policy of Islamic boarding school is organized and systematic, besides making pupil's characteristic to be competitive and ambitious and not little of TMI's pupils feel restrained until they often break the roles of Islamic boarding school in the middle activities when lost from supervising, such as communicate by Indonesian language, even though the roles are maked the Islamic boarding school is obligate to pupils to using Arabic or Englis language in every communication.

Furthermore, the life style of Islamic boarding school that more inclined to modern make the pupils often join the development of modernity outside Islamic boarding school. This is giving negative impact to pupils who from simple family that they want to look more modern, simple precisely making their family financial be more bordened.

TMI Al-Amien Prenduan implements two important languages that obligated to be daily communication, those are Arabic language and English

language, except two languages are forbidden to used, but many pupils still broke it, they do their obligation when the supervisors are keeping them, but behind supervisor, there use language forbidden. Even though two languages are destined for their future. The realization about the important learning and practice language felt overburden them, even though that program gives positive effect to their future.

The Islamic boarding school is traditional education institution that success combined Islamic tradition, tarbawi, and ma'hadi. Al-Amien Prenduan, specially the pupils who come from all districts from Sabang until Merauke that have the different cultures are combined in one place, they are taught how to respect each other, implement the togetherness values and equality in princip ukhuwah islamiyah, but the Islamic boarding school is mindful that keeping tradition and culture not losing important, until Al-Amien Prenduan associate their culture and language in an organized manner, conduct the art programs as consulate league, annual ceremony that formed by bering and show the tradition of every consulate and diversity night.

It shows that dramaturgy happen in TMI Al-AMien Prenduan so look with that there is program which require them to do that program. Until arise control and management of self how to comfort one self and act.

C. Conclusions

Dramaturgy is a theory that like as theater show stage where in that stage has two component, those are front stage and back stage. From both of them, the human has management of attitude that setting, how to process attitude when he is in front of stage and make audience understand with what will be delivered. Other wise the human will show the original character when he is in back stage. This is the true character without setting and that character is based on his habit.

The dramaturgy term is thick by effect of drama or theater or fiction show where an actor play the other characters until the audience get a life description from that figure and competent to join the plot from that drama. In the dramaturgy there are front stage and back stage. The simple life style that implemented in the Islamic boarding school is a characteristic of TMI Al-AMien Prenduan, but sometimes they do not consider that characteristic, they are

affected by trending life style outside. The effect is many pupils' live are normal or simple at first, follow the pupils' live who enough. Sometimes, they are prestige to admit their original life. Meanwhile not a little who demand more to their parents in order to get same something even more than their friends.

The pupils also do not want to do the obligation that implemented by Islamic boarding school to communicate two languages, even though that obligation is given to their future. The pupils who not understand the important these two languages. They tend to underestimate, being lazy, using district language in daily communication. When in front of supervisor, they do obligation of two languages, but inversely proportional when without supervisor. TMI Al-Amien Prenduan pupil in daily life can organize two place allocations, they manage position how to show their setting character in front of supervisor and manage position of their original character when behind supervisor.

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