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## ISLAMIC EDUCATION PHILANTHROPY: REINFORCING SOCIAL AWARENESS CHARACTER AT MUHAMMADIYAH SCHOOLS

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### Abstract

The high poverty levels in Kulon Progo Regency have led to a social awareness crisis, primarily due to the reliance on the agricultural and informal sectors. This study proposes social solidarity education and awareness as solutions to reduce poverty and enhance welfare. It focuses on SMK (Vocational High School) Muhammadiyah 2 Wates, highlighting efforts to integrate Islamic values and philanthropy into the curriculum to foster students' social awareness characters amidst digital age challenges. Utilizing a qualitative case study approach, the research gathered descriptive data through interviews, observation, and documentation. The results demonstrate that Islamic philanthropy implementation at SMK Muhammadiyah 2 Wates enriches the educational environment, nurturing students' characters based on Islamic values and Pancasila principles. This integration enhances students' learning experiences, reflecting the school's commitment to cultivating empathetic and responsible individuals, thereby positively

impacting their social awareness. Character education and Islamic value implementation contribute significantly to students' moral foundation and social consciousness in daily life.

## INTRODUCTION

The high poverty levels in Kulon Progo Regency have led to a social awareness crisis, primarily due to the reliance on the agricultural and informal sectors (Kusnandar, 2022). Data from the Central Bureau of Statistics 2022 shows 16.39% of Kulon Progo's population lives below the poverty line, an increase compared to surrounding areas (Progo, 2022). This is due to dependence on agriculture and the informal sector, as well as a lack of formal employment (Nurcahya, 2023). The high poverty rate has an impact on the social care crisis due to the difficulty of meeting basic needs and the lack of participation in charitable activities (Dueramae, 2017). The solution is to improve economic welfare, access to education, healthcare, and awareness of social solidarity.

Education plays a key role in shaping the socially caring character of the younger generation through the cultivation of values such as caring, empathy, and participation in charitable activities (Astama et al., 2021). The role of educators at school and parents at home is crucial in ensuring optimal inculcation of socially caring character in students, especially amidst the lack of social awareness in society and the encouragement of individualistic behavior brought about by the digital age (Murray et al., 2020) (Tabi'in, 2017) (Jean M. Twenge, 2013). This highlights the importance of collaboration between schools and families in developing high social awareness in future generations (Saniyyah et al., 2021) (Latief, 2013) (Baidhawiy, 2015).

Muhammadiyah, the leading Islamic organization in Indonesia, is active in the modern Islamic philanthropy movement by emphasizing humanitarian values and social justice derived from the teachings of the Quran, especially Surah Al-Ma'un (Anggraini, 2022) (Arqam et al., 2023). They collaborated with Lazismu (institution for amil zakat infaq sadaqah), a local charity organization, to provide educational assistance to underprivileged students in the Kulon Progo region. The assistance, amounting to Rp. 258,049,200, out of a total fund of approximately Rp. 3,939,536,591, makes an important contribution to students in overcoming economic difficulties and continuing their education (Sutrisno et al., 2021).

Embedding Islamic philanthropic values in education is important to form individuals who are sensitive to social issues. The quality of society formed from education will affect the success of the nation, where education aims to produce individuals who are not only academically smart, but also able to apply that knowledge (Suyatno et al., 2023). This approach involves example, advice and habituation, with a focus on social and moral behavior. Caring attitudes are reflected

in relationships with oneself, friends, teachers and the environment (Widodo, 2019). Concrete actions such as giving infaq and alms are methods of instilling these values, through activities such as social services and visits to those in need (Suherman, 2019).

Education plays an important role in shaping individual character to build a nation with high values (Suyadi, 2013). The vision of Muhammadiyah education is to create individual learners who obey Allah, have noble character, and excel in science and technology (Muhammadiyah, 2010) (Rambe et al., 2023). Muhammadiyah education is driven by the spirit and values of Islam and Muhammadiyah teachings, becoming a means of da'wah for the community and nation (Setyawan & Wantini, 2018) (Thobroni, 2015). Islamic religious education plays an important role in shaping social character, including social and environmental care (Walgito, 2003) (Harahap, 1999). The cultivation of Islamic philanthropic values in education involves the formation of a culture of giving and generosity, teaching the importance of charity and participation in social activities (Walidani, 2021). The integration of Islamic religious education with philanthropy and social care is expected to shape the character of students who are compassionate, empathetic, charitable, and responsible for society (Handayani et al., 2020) (Pratama & Widodo, 2019).

Character education is an effort to root and internalize positive behaviour in learners, so that they are able to show attitudes and actions in accordance with the values that have become an integral part of their personality (Gunawan, 2014) (Handayani et al., 2020). This is done through introducing character values, implementing character education-based learning models, and strengthening extracurricular programs (Saiful, 2021) (Amalia & Munawir, 2021).

The purpose of character education is to strengthen and develop life values so that students have a positive personality (Suprayitno & Wahyudi, 2020). The character education approach aims to form individuals who have good morality and are responsible, and able to make optimal decisions in everyday life (Lickona, 1991) (Lickona, 2015).

The concept of character education involves the introduction of ethical values, implementation strategies, and the ultimate goal of creating noble and balanced human beings (Muslich, 2011). This can be done through various learning strategies and models, and by utilizing a supportive school environment (Saiful et al., 2022).

Islamic philanthropy, as part of economic justice, involves concepts such as zakat, infaq and sadaqah (Al-Qaradhawy, n.d.) (Ibrahim & Sherif, 2008). Zakat is an obligation to give part of one's wealth to the rightful recipients, with the aim of eliminating poverty and creating social welfare (Al-Zuhaili, 2000) (Qordowy, 1993). Infaq and sadaqah are also forms of donations given sincerely for the benefit of humanity, without expecting anything in return (Qaradhawi, 2010). Islamic philanthropy encourages the practice of kindness, social concern, and the building of a just society based on Islamic principles (Qaradhawi, 2007) (Permana, 1997).

SMK Muhammadiyah 2 Wates, with 45% of students coming from poor families, has a social care character development program that integrates Islamic values in the curriculum, extracurricular activities, and learning. Students are active in social activities and fundraising to help with educational and humanitarian costs. With a strong commitment to Islamic education and philanthropy, the school aims to produce students who are academically intelligent as well as caring and responsible for society. This research is important to understand the effectiveness of Islamic education in shaping the character of social care in students as well as the implementation of philanthropy at the SMK level.

Several studies have covered topics related to Islamic philanthropy. The research by Arief Rahman Yunar et al. shows the importance of integrating Islamic philanthropy in the curriculum for students' social piety (Yunar et al., 2023). Research conducted by Fiki Dzakiyatul Aula et al. highlighted the lack of social awareness in society. To cultivate the character of social care, the stages include exemplary teachers and sustainable habituation, strengthened through programs such as donations for victims of natural disasters (Aula et al., 2023). In addition, research conducted by Muhammad Arif et al. The process of instilling social care character in students involves teacher exemplary and sustainable habituation, which is strengthened through programs such as philanthropy and social service activities, as well as donations for victims of natural disasters (Arif et al., 2021).

This research is innovative because it considers the specific context at SMK Muhammadiyah 2 Wates in integrating Islamic values into educational philanthropy to reinforce students' social caring character. The focus is on developing students' personalities through Islamic philanthropy in a Muhammadiyah School environment. This study aims to strengthen the social caring character of Muslim students through the principles of philanthropy in school education.

## **METHOD**

This research uses a qualitative case study approach to collect in-depth data on strengthening social care character at SMK Muhammadiyah 2 Wates (Lexy J. Moleong, 1998). This approach provides a detailed description of the phenomenon under study, including curricular activities that support social caring character at school (Elvera, 2021) (Creswell & Creswell, 2018).

This research uses a qualitative case study method by collecting data from various sources such as interview transcripts, field notes, documents, photos, videos, as well as information from the internet and other documents. The main data sources came from school management, teachers, and some students. Secondary data from related literature, books, journal articles, and the internet were also used (Sugiyono, 2019). The main data collection techniques included interviews, observation, and documentation. Data were then reduced, presented and summarized (M. Yusuf, 2017). Data validity was checked through careful observation and triangulation of various data sources (Huberman, 1994).

## RESULTS

Islamic education philanthropy at SMK Muhammadiyah 2 Wates includes supporting financial, social and other resources to advance Islamic education. This is manifested through programs such as zakat, infaq/sedekah, and waqf, in accordance with Islamic principles and the Quran.

In line with the concept of Islamic philanthropy, the Head of SMK Muhammadiyah 2 Wates, T.H stated as follows:

"In our school, we integrate the concept of Islamic philanthropy in the curriculum and extracurricular activities. We have special subjects that highlight Islamic values and extracurricular programs such as social activities and community service."

"We understand the concept of Islamic education philanthropy as a basic principle to provide an education that not only focuses on the academic aspect, but also shapes the character of students based on Islamic values. Islamic education philanthropy teaches care for others, cooperation, and community development based on Islamic teachings. This is also in line with the independent curriculum that drives the profile of Pancasila students" (Interview with Mrs. TH as the Head of SMK Muhammadiyah 2 Wates on October 16, 2023 at 10:00 WIB).

According to the Head of SMK Muhammadiyah 2 Wates, the concept of Islamic philanthropy is integrated in the curriculum and extracurricular activities. Specific subjects emphasize Islamic values, while extracurricular programs focus on social activities. Islamic philanthropy is considered a basic principle in education, shaping students' character based on Islamic values, in line with the spirit of the independent curriculum that prioritizes the Pancasila learner profile. SMK Muhammadiyah 2 Wates aims not only to produce academically smart students, but also individuals who are empathetic, responsible, and make positive contributions in society.

Figure 1

### *Socialization and implementation of philanthropy programs*



In relation to this, the interview with AW, the vice principal for curriculum, highlighted the process of strengthening it in learning materials.

"The process of aligning the curriculum with Islamic values is done through periodic evaluations and regular meetings. We also ensure that non-religious learning materials also reflect Islamic values. Concrete steps include the use of relevant materials and in-class discussions to enhance students' understanding" (Interview with AW, vice principal for curriculum on October 16, 2023 at 10:30 am).

The interview results show that the school has aligned the curriculum with Islamic values through periodic evaluations and regular meetings. The evaluations help the school improve the implementation of Islamic values, while the regular meetings serve as a forum for strategic discussions. The contents of non-religious subjects are also selected with due regard to their relevance to Islamic teachings. Classroom discussions are an effective means of improving students' understanding of Islamic values. Nonetheless, evaluations and improvements continue to be made to ensure better implementation of Islamic values in the curriculum. This is in line with the principles of Merdeka Curriculum implemented by SMK Muhammadiyah 2 Wates.

At SMK Muhammadiyah 2 Wates, the Muhammadiyah Student Association (IPM) not only teaches, but also applies the values of care, empathy, and solidarity through philanthropy programs. They prove that kindness is not just words, but real actions that have a positive impact. The role of IPM in shaping character and its contribution in building goodness in society is very important.

Launching an interview with YAB, a counseling teacher at SMK Muhammadiyah 2 Wates, and DK, a student affairs staff member, about the real actions taken by students coordinated by IPM.

"IPM has an important role in raising funds for social interests at school. They routinely coordinate fundraising activities on Fridays. Students respond well to this activity, they actively participate and are enthusiastic in making donations." (Interview with YAP, BK coordinator of SMK Muhammadiyah 2 Wates on October 18, 2023 at 09:00 WIB)

"The funds raised by IPM are carefully allocated for various needs of students in need, including education costs, medical treatment, condolences, and humanitarian assistance, which are submitted and coordinated by Lazismu SMK Muhammadiyah 2 Wates." (Interview with DK, student affairs staff of SMK Muhammadiyah 2 Wates on October 18, 2023 at 09:30 WIB)

Interview results show that IPM has a central role in fundraising at SMK Muhammadiyah 2 Wates, with students showing commitment and awareness towards the social endeavor. The funds collected are carefully allocated to student needs, managed by Lazismu SMK Muhammadiyah 2 Wates, signaling structured coordination. The active participation of students reflects their awareness of the importance of social

assistance. The cooperation between IPM and Lazismu signifies effective collaboration, making this program an implementation of Islamic philanthropic values and the school's commitment to overall student welfare.

Figure 2  
*Fundraising/Infaq Friday*



Islamic education philanthropy can be integrated into the curriculum by developing learning programs, utilizing the resources of Islamic philanthropic institutions, and raising awareness of the importance of philanthropy in Islamic education in Indonesia. Waqf and alms practices support educational institutions, while Islamic philanthropic institutions help improve the quality of education with human resource development. The incorporation of philanthropic principles in the curriculum enriches values such as social empathy and entrepreneurship, strengthens students' characters and supports human resource development. This integration improves students' understanding and awareness of philanthropy, as well as their skills in supporting Islamic education.

In relation to this, the results of the interview with AW's vice principal for curriculum related to the concrete steps that have been taken to integrate Islamic values in every aspect of the curriculum are as follows;

"The integration of Islamic philanthropic values is done through revising and aligning the curriculum with Islamic principles. Concrete steps include the development of learning modules that include philanthropic values, the organization of extracurricular activities that emphasize social care, and the integration of philanthropic values in non-religious subject matter." (Interview with AW, vice principal for curriculum, on October 16, 2023 at 10:30 WIB)

In line with AW's statement, PAI teacher MKY added related to the evaluation process in implementing Islamic values in the curriculum;

"I integrate Islamic philanthropy values in PAI learning through discussions, case studies, and role simulations. I also encourage students to participate in charity and social service activities. Other strategies include providing a deep understanding of the concepts of zakat, infaq, sadaqah, and the importance of making a positive contribution to society." (Interview with MKY, a PAI teacher on October 17, 2023 at 09:30 WIB)

MKY PAI teachers' approach in integrating Islamic philanthropy values through discussions, case studies, and role simulations is in line with Thomas Lickona's thoughts

on character education. These methods allow students to gain a deep understanding of moral concepts such as zakat, infaq, and sadaqah, and encourage them to apply these values in their daily lives.

Figure 3  
*Focus group discussion*



The integration of Islamic values in the curriculum at SMK Muhammadiyah 2 Wates has a significant positive impact on the social care character of the school community. The following is what one of the counseling teachers of SMK Muhammadiyah 2 Wates, GM, said in an interview about the impact of the implementation of Islamic values on social care;

"As a teacher of SMK Muhammadiyah 2 Wates, here are the answers related to the impact of the integration of Islamic values on the social caring character of school members; Increased Social Awareness: The integration of Islamic values helps to increase the social awareness of students and school staff. They become more sensitive to the needs and suffering of others and better understand the concept of sharing and caring." (Interview with GM of counseling teacher on October 23, 2023 at 09:30 WIB)

The integration of Islamic values at SMK Muhammadiyah 2 Wates enhances the social awareness of both students and staff, prompting them to become more sensitive to the needs and sufferings of others. This is reflected in tangible actions taken by the school community, fostering a humanistic learning environment. This approach not only influences the religious dimension but also enriches the social caring character of the school community, shaping individuals ready to make positive contributions to building a better society.



Figure 4

*Scholarship awarding*



Figure 5

*Students' social activities in alleviating medical expenses accompanied by homeroom teachers*



Figure 6

*Social service activities at the Orphanage*



From a student's perspective at SMK Muhammadiyah 2 Wates, Islamic education is highly relevant in shaping social care character. It not only provides a robust moral and ethical foundation but also imparts essential humanitarian values. Emphasizing the importance of caring for others and the environment, Islamic education at the school instills a deep understanding of these principles alongside religious teachings. Concepts like zakat, infaq, and sadaqah serve as pillars, fostering students' comprehension of sharing and caring for others' needs. Thus, Islamic education at SMK

Muhammadiyah 2 Wates is both theoretical and practical, contributing significantly to shaping students' social care characters.

## **DISCUSSION**

The research findings highlight the significant role of Islamic education philanthropy in shaping the social care character of students at SMK Muhammadiyah 2 Wates. The integration of Islamic values into the curriculum and extracurricular activities reflects a holistic approach to education, emphasizing not only academic excellence but also moral and ethical development. This aligns with previous studies that have emphasized the importance of integrating philanthropic values into education to foster social responsibility and empathy among students (Amanullah et al., 2023) (Abdullah et al., 2018) (Arslan, 2019).

The interview results underscore the practical implementation of Islamic philanthropy principles, such as zakat, infaq, and sadaqah, through initiatives like fundraising and community service programs coordinated by the Muhammadiyah Student Association (IPM). These findings resonate with existing literature that highlights the positive impact of student involvement in philanthropic activities on character development and community engagement (Khalifa, 2017) (Lickona, 2018).

Furthermore, the alignment of the curriculum with Islamic values, as described by the vice principal for curriculum, reflects a systematic approach to integrating philanthropic principles into education (Nidaa'an Khafiyya & Perawironegoro, 2022). This approach is consistent with the literature, which emphasizes the importance of revising curriculum content and pedagogical approaches to effectively transmit philanthropic values to students (Sulaiman et al., 2020) (Tisdell & Tolliver, 2019).

The integration of Islamic philanthropy values into learning materials and teaching methods, as highlighted by the PAI teacher, is also supported by literature emphasizing the role of educators in modeling and promoting prosocial behaviors among students (N.Nasir et al., 2020) (M. O. Yusuf et al., 2018). The use of discussions, case studies, and role simulations to teach concepts like zakat and sadaqah reflects an experiential learning approach consistent with contemporary educational theories (Gardner et al., 2019) (Kolb & Kolb, 2009).

Additionally, the findings regarding the impact of integrating Islamic values on social care character align with previous research demonstrating the positive effects of religious education on empathy, altruism, and social responsibility (Hoffman & Striepe, 2016) (Saroglou, 2018). The increased social awareness and sensitivity to the needs of others among students and staff reflect the transformative potential of Islamic education in nurturing compassionate and socially responsible individuals.

Overall, the research findings provide valuable insights into the effective integration of Islamic philanthropy into education and its impact on character development and community engagement. By contextualizing these findings within the broader literature on philanthropic education and moral development, this study contributes to a deeper understanding of the role of Islamic values in shaping social care characters in educational

settings.

## CONCLUSION

The research findings underscore the significant role of Islamic education philanthropy in shaping the social care character of students at SMK Muhammadiyah 2 Wates. Through the integration of Islamic values into the curriculum and extracurricular activities, the school emphasizes holistic education, focusing not only on academic excellence but also on moral and ethical development. This aligns with previous studies emphasizing the importance of integrating philanthropic values into education to foster social responsibility and empathy among students. The practical implementation of Islamic philanthropy principles, such as zakat, infaq, and sadaqah, through initiatives like fundraising and community service programs, further reinforces these findings. Additionally, the systematic alignment of the curriculum with Islamic values and the incorporation of philanthropic principles into learning materials and teaching methods highlight the school's commitment to nurturing compassionate and socially responsible individuals. These findings contribute to our understanding of the role of Islamic values in shaping social care characters in educational settings and underscore the importance of integrating philanthropic education into curriculum development. Overall, the research adds valuable insights to psychology development by emphasizing the transformative potential of Islamic education in promoting empathy, altruism, and social responsibility among students.

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