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An Analysis of the Implementation of the Almsgiving Program as a Philanthropic Practice to Shape Students' Social Awareness

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Abstract

This study aims to analyze the implementation of the charity program as a philanthropic practice in shaping students' social awareness at SD Negeri Gunung Sekar 1, Sampang. This research is motivated by the importance of developing a caring social character among elementary school students amid declining empathy and social concern in children. The study uses a qualitative, phenomenological approach to understand students' experiences and perceptions of charity activities conducted within the school environment. The research subjects include the principal, Islamic Religious Education teachers, homeroom teachers, and students from grades 4 to 6. Data collection was carried out through in-depth interviews, observations, and documentation. The results show that charity activities are carried out regularly through the Jum'at Religi program, which involves all students in sharing activities and other social activities. The practice of charity is not only a religious activity but also a means of fostering social habits that cultivate empathy, sharing, and helping behaviors among students. Direct experience in charity activities helps students understand charity as both an act of worship and a form of concern for others. Additionally, charitable activities play a role in building a culture of social awareness within the school environment, resulting in better social relationships among students and increased concern for others.

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Introduction

Character education in elementary school students plays an important role in shaping social attitudes, morals, and concern for others from an early age. Schools are responsible not only for developing students' academic abilities but also for instilling humane values and good social behavior. Social changes in the modern era have led to the emergence of individualistic attitudes among some children, causing concern about social decline. The development of modern life and excessive use of technology have resulted in decreased social interaction and empathy among school-aged children. (Rahayu et al., 2025). This condition indicates that educational institutions need to implement programs that shape socially caring character through real experiences that directly involve students.

The decline in social awareness among children is evident in decreased empathy, reduced sharing, and a lack of sensitivity to the circumstances of those around them. In fact, social concern

is very important for students, as it helps them live harmoniously and develop a sense of social responsibility in community life. Sutarna et al. (2025) explains that a caring social attitude in elementary school students can be fostered through social habituation and a school culture that supports helping and respecting others. The development of social character cannot be achieved through the delivery of theory in the classroom but requires direct experiences that students can feel in their daily lives. Therefore, schools need to implement activities that train students to care for, share with, and help others in tangible ways.

One of the activities that can foster students' social awareness is Islamic philanthropy practice through charity activities. In Islam, charity is understood not only as providing material assistance but also as a form of social worship that embodies humanitarian values and solidarity with others. Sahabi & Ajuna (2022) explains that Islamic philanthropy is a form of social concern manifested through zakat, infak, sedekah, and wakaf to help those in need. The practice of zakat, infak, and sedekah is closely related to the formation of social values in society, such as care, solidarity, and mutual assistance. (Suhartono et al., 2024). The values of Islamic philanthropy can serve as character education, helping students become accustomed to helping others from an early age.

Practicing charity within the school environment is also closely related to experiential character education. Social activities that actively involve students can help learners understand the true meaning of sharing and social concern. Islamic philanthropy in education can serve as a means to develop students' religious and social character through the habit of sharing and helping others. (Sulaeman et al., 2021). Nur Aisyah et al. (2025) also explain that the charity program can improve students' generous attitudes and social awareness through regular charity activities. Thus, charity activities are not only religious activities but also an effective social learning medium in shaping the character of elementary school students.

The phenomenon of Islamic philanthropic practices through charitable activities is also evident in SD Negeri Gunung Sekar 1, Sampang. The results of a direct interview with the Islamic Religious Education teacher, Mr. Hairul Anam, indicate that the school has been implementing a charity program since 2015 through Jum'at Religi activities, which involve all students across various grade levels. The activity is conducted regularly to foster a culture of sharing and social concern within the school environment. A tangible example of this activity is when SD Negeri Gunung Sekar 1 Sampang, together with Badan Amal Zakat Nasional (in abbreviated bahasa with BAZNAS) of Sampang Regency, successfully raised a donation of Rp3.6 million to assist disaster victims in Sumatra. This activity demonstrates that students are not only taught about social concern values but are also directly involved in social and humanitarian activities.

Previous research shows that students' social awareness can be developed through habituation and direct experience in the school environment. Various studies confirm that school culture, social interactions, and teachers' roles play an important part in fostering empathy and a caring social character among students. (Sartono, 2018; Khaerunnisa & Muqowim, 2020). In addition, philanthropic practices such as charity, almsgiving, and sharing programs in schools have proven effective in improving attitudes of generosity, responsibility, and social concern through regular habituation. (Nur Aisyah et al., 2025; Yuniar, 2021; Yunar et al., 2023; Kholilah & Astuti, 2022). Charitable activities, including morning charity and sharing culture at school, also help shape students' religious values and empathy as part of character education. (Umiyah & Suharto, 2024; Wulansari et al., 2024; Jamaluddin et al., 2025; Khofi, 2025). Islamic charity and philanthropy also help shape students' empathy, care, and social awareness through sharing practices integrated into education and social life. (Kailani & Slama, 2020; Konrath et al., 2021; Paarlberg, 2020). Charity in

learning has also been proven to increase students' awareness of poverty issues. (Nurniqta et al., 2025). However, most of these studies still focus on the implementation of charity programs and their general impact, and have not yet explored students' subjective experiences of interpreting charitable activities in depth.

Based on previous research, there are still limitations in studies that use a phenomenological approach to understand elementary school students' experiences and meanings of charity. In fact, students' subjective experiences are very important to understand because each student has a different way of interpreting sharing activities and social concerns. The phenomenological approach allows researchers to understand students' emotional experiences, meanings, and social awareness based on their direct experiences. This research is important because it explores how students interpret charitable activities, what their experiences are during these activities, and how these activities shape social concern in daily life. Therefore, this study views charity activities not only as a school program but also as a social experience that shapes students' character.

This research is highly relevant in the development of character education based on philanthropy in elementary schools. Building social awareness from an early age is an important step in cultivating a generation with empathy and a sense of social responsibility toward the community. The results of this study are expected to serve as a reference for schools in developing social and religious programs that are not merely ceremonial but also capable of shaping students' character in a tangible way. This research focuses on the implementation of the charity program as a philanthropic practice in schools, students' experiences, and the meaning of charity from their perspective, and the role of charity in shaping students' social awareness at SD Negeri Gunung Sekar 1, Sampang. Based on these focus areas, the study aims to describe the implementation of charity in schools, uncover students' experiences and the meanings they attach to charity, and analyze the role of charity in fostering students' social awareness.

Methods

This research uses a qualitative approach with a phenomenological research type. This approach is used to gain an in-depth understanding of the informants' experiences, perspectives, and interpretations regarding the implementation of charity as a philanthropic practice in schools. Phenomenological research focuses on individuals' subjective experiences of phenomena they directly encounter in social life. (Nasir et al., 2023). Through this approach, the research aims to understand the experiences of students, teachers, and school parties in interpreting charitable activities and how these interpretations influence the development of students' social awareness.

The research was conducted at SD Negeri Gunung Sekar 1, Sampang, Sampang Regency, East Java. The location was chosen because of a regular charity program held on Jum'at Religi since 2015. The research was conducted during the even semester of the 2025/2026 academic year while data collection was ongoing.

The selection of informants used a purposive sampling technique, which involves choosing informants based on certain considerations because they are believed to understand and be directly involved in the phenomenon being studied in depth. (Tajik et al., 2025). The principal, Islamic Religious Education teachers, and homeroom teachers were selected because they play a role in implementing the charity program at the school, while students in grades 4-6 were chosen because they have actively participated in the program and can explain their experiences. The detailed number of respondents can be seen in the following table:

Table 1. Research Subjects

No	Respondents	Quantity
1	Principal	1
2	Guru PAI	2
3	Homeroom Teacher 1-6	6
4	Student Class 4-6	8
Jumlah		17

Source: Preliminary research data, 2026

Data collection was conducted through in-depth interviews, observation, and documentation. In-depth interviews were used to obtain data regarding the informants' experiences, perspectives, and interpretations of charitable activities at the school. (Nuryana et al., 2019). The observation was conducted to directly observe the implementation of the Jum'at Religi activity, students' social interactions, and the involvement of teachers and students in the charity activity. Additionally, documentation was used to complement the research data in including photos of the activities and notes on the funds collected from the charity.

The steps of phenomenological data analysis in this study consist of four stages: description, phenomenological reduction, categorization, and meaning-making. In the description stage, the researcher explains the informants' experiences in detail based on interview and observation results. The phenomenological reduction stage involves setting aside the researcher's personal views to understand the informants' experiences as they experience them. Next, the categorization stage groups responses or experiences that have the same meaning into several specific themes. The final stage is meaning-making, where the researcher interprets the identified themes to obtain the main meaning of the informants' experiences related to the charity program in shaping students' social awareness. (Murtopo & Herlita, 2025)

The validity of the data was established through source triangulation, technique triangulation, and member checks. Source triangulation was carried out by comparing data from the principal, teachers, class guardians, and students. Technique triangulation was done by comparing the results of interviews, observations, and documentation. (Hariawan et al., 2025). Member check is conducted to ensure the accuracy of the data with the information provided by the informant. (Husnullail et al., 2024).

Findings

Implementation of the Charity Program as a Philanthropy Practice at SD Negeri Gunung Sekar 1, Sampang

The charity program at SD Negeri Gunung Sekar 1, Sampang, is one of the forms of philanthropy practiced regularly during Jum'at Religi activities. Based on an interview with the principal, Mr. Muzakki, this program has been implemented since 2015 with the main goal of shaping students' character to have social awareness and the habit of sharing with others. This program is not only a routine activity but also a form of continuous habituation.

As conveyed by Mr. Muzakki, "Love for charity on Fridays has been carried out since 2015. The emergence of the love for charity program aims to gradually familiarize students with giving, starting from introducing charity to students, understanding it, being able to do or practice it, until loving it and ultimately making it a culture." In addition to fostering a habit, the charity program is also motivated by social needs within the school environment. The collected funds are used to assist students or their families who experience misfortune, such as illness or death, as well as for

other social activities. This demonstrates that charity activities have a tangible function in helping others.

The charity activity was carried out on Friday as part of the Jum'at Religi event, which began with the recitation of salawat. During the salawat recitation, students stood up, and in the midst of the activity, one teacher brought a cardboard box as a donation container and went around to each student to collect donations. After the donation collection process was completed, all students sat down again, and the activity continued with the recitation of Surah Yasin and Asmaul Husna. At the end of the activity, the Islamic Religious Education (IRE) teacher gave advice and motivation to the students on the importance of giving charity and caring social values. As conveyed by Mr. Hairul Anam, the IRE teacher, "The activity started with reciting salawat and collecting donations by passing around a cardboard box to students, followed by reciting Yasin, Asmaul Husna, and finally giving advice and motivation to the students."

In its implementation, the teacher's role is very important in managing charity activities. Based on the observation results, both IRE teachers and general teachers actively organize activities, ensure students remain orderly, and accompany them from start to finish. This is also reinforced by a statement from the IRE teacher, Mr. Imam Ghazali, who stated that in these activities, teachers play an important role in organizing them to run smoothly and in an orderly manner. Student participation in charity activities shows a fairly good level of involvement. Most students are accustomed to participating in these activities, though not all do so consistently. Mr. Muzakki stated, "Sometimes many students do not bring charity; they need to be reminded continuously through the school speaker." Observation results indicate that although the activities are conducted in an orderly, organized manner, students' enthusiasm levels still vary. Some students appear active and ready to participate, but others seem less focused, talk with friends, or are not fully engaged in the activities. This shows that students' understanding and awareness of the meaning of charity still need improvement.

There are several obstacles in implementing the charity program. Mr. Hairul Anam and Mr. Imam Ghazali stated that the challenges faced mainly stem from differences in students' levels of understanding and their diverse economic conditions. Meanwhile, homeroom teachers also added that students still need to be reminded continuously to get used to giving charity. Despite these obstacles, the charity program continues to have a positive impact and is expected to continue growing. The school's hope, as conveyed by Mr. Muzakki, is that the number of participating students will increase and that charitable activities will become an ingrained in students' lives.

Overall, the implementation of the charity program at SD Negeri Gunung Sekar 1 Sampang has gone well as a philanthropic practice grounded in habituation. This activity is supported by the active role of teachers and student involvement, although further efforts are still needed to raise awareness and increase student participation so that the values of charity can be internalized more deeply.

Experiences and the Meaning of Charity According to Students at SD Negeri Gunung Sekar 1, Sampang

Regarding the experiences and the significance of charity that the students at Gunung Sekar 1 Elementary School in Sampang have experienced and felt, the author will present the interview results in the following table:

Table 2. Interview Results with Students

No	Findings	Summary of the Interview	Informants
1	Understanding of alms	Students understand alms as the activity of giving some property or money to people in need.	
2	Form of implementation of alms	Alms are carried out every Friday through Jum'at Religi activities by setting aside pocket money and putting it in the alms box. Some students also get special money from their parents for charity.	
3	Experience participating in alms activities	Alms activities have become a routine experience for students and are carried out consciously as a form of sharing habits.	1. Kumala Ayu Wandira (4a) 2. Cantika Aurelya (4b)
4	Feelings when giving alms	Students feel happy, relieved, and satisfied when they can give alms, but feel sad or disappointed when they can't do it.	3. Amalia Putry Maulida (4c) 4. Raihana Janeta Oktaviani (5a)
5	The meaning of alms for students	Alms are interpreted as a form of social concern to help orphans, the sick, disaster victims, and people who are experiencing difficulties.	5. Airin Wifani Aqueilla (5b) 6. Muhammad Al-Fateeh (5c)
6	Experience seeing beneficiaries	Students have seen friends who received alms assistance because they were sick, affected by a disaster, or their parents died. The experience creates a sense of empathy and care.	7. M. Mehran Irfani (6a) 8. Rafiandra Rahman (6b)
7	Impact on social behavior	Students become more concerned about friends and get used to helping, such as sharing food, giving pocket money, visiting sick friends, and helping friends who don't have pocket money.	
8	Impact on social behavior	The experience of alms not only provides cognitive understanding, but also shapes emotional experiences and real actions in daily life.	

Source: Live Interviews with Students SD Negeri Gunung Sekar 1 Sampang, 2026

Based on interviews with students in grades 4, 5, and 6 at SD Negeri Gunung Sekar 1 Sampang, the charity activities in the Jum'at Religi program are understood not only as routine religious activities but also as meaningful social experiences for the students. All students showed a relatively similar understanding of charity as a form of sharing with those in need. This shared understanding

indicates that the values of charity have been successfully instilled through consistent habituation within the school environment.

From an experience perspective, charitable activities have become part of students' daily routines through setting aside pocket money every Friday. Some students even receive direct support from their parents in the form of special money for charity. This condition shows that the practice of charity occurs not only within the school environment but is also reinforced by the family environment. Direct experience giving to charity helps students not only understand the concept of sharing in theory but also practice it in their daily lives.

Emotionally, charitable activities provide a positive affective experience for students. Students express happiness, relief, and satisfaction when they can help others through charity. Conversely, feelings of sadness or disappointment arise when they are unable to give charity. These emotional experiences indicate that charitable activities can foster empathy and social sensitivity in students toward the conditions of others around them.

The meaning of charity, as understood by students, also involves genuine concern for others, such as helping orphans, the sick, disaster victims, and friends in need. The direct experience of seeing friends who receive charitable aid further strengthens students' social awareness. These interactions help students understand the tangible benefits of charity, so that the value of concern is not only understood abstractly but also felt through real experiences in the school environment.

Participating in charity activities also impacts students' daily social behavior. Students become more accustomed to sharing food, giving pocket money to friends, helping classmates in difficulty, and visiting friends who are sick. These behavioral changes indicate that the charity program not only shapes students' religious understanding but also develops social character traits such as empathy, concern, and a habit of helping others. Therefore, the implementation of the charity program at SD Negeri Gunung Sekar 1 Sampang can be understood as an effective educational philanthropy practice in fostering students' social awareness through direct experience and continuous habituation.

The Role of Charity in Shaping Students' Social Awareness at SD Negeri Gunung Sekar 1, Sampang

Based on field findings through interviews and observations, the charity activities carried out at SD Negeri Gunung Sekar 1, Sampang, play a role in shaping students' social awareness. This role is evident through changes in students' attitudes, behaviors, and social interactions in their daily lives at school.

From a school policy perspective, the charity program is designed to build character in students. Mr. Muzakki, the principal, stated that this activity aims to instill a caring attitude toward others from an early age. 'The goal of this activity is to make students accustomed to caring and willing to share with others.' (Mr. Muzakki) This shows that charity activities are not only positioned as religious activities but also as part of character education that is continuously implemented through habituation.

The role of charitable activities is also strengthened by teachers' involvement in guiding and mentoring students. Mr. Hairul Anam stated that charity activities serve as a means to train students to become accustomed to helping others. 'Charity activities are to train students to be used to helping others.' (Mr. Hairul Anam). Meanwhile, Mr. Imam Ghazali emphasized that routine habits can shape students' characters to become more caring. Teachers not only organize activities but also motivate and reinforce values in students.

The results of interviews with class teachers indicate that the charity activity has a positive impact on students' development of social awareness. This was conveyed by the class teachers, namely Hofiah (class 1), Hamida Yanti (class 2), Anik Setia Wati (class 3), S. Farida (class 4), Cicik Rosita (class 5), and Endah Suwarni (class 6). These teachers generally stated that after the charity program was implemented, students began to show changes in their social attitudes. These changes are evident from increased concern for friends, such as helping classmates in difficulty, sharing food, and building better relationships among students.

More specifically, these changes are evident in students' habits of sharing and helping each other in their daily lives at school. As S. Farida mentioned: "Now the children are beginning to want to share, for example, helping friends who do not bring pocket money." Another homeroom teacher expressed that charity activities help reduce students' individualistic attitudes and encourage a sense of togetherness. These changes are not yet widespread, as some students still require further guidance and habituation.

The findings are also supported by students' direct experiences in their daily lives. Students demonstrate socially caring behavior through concrete actions, such as helping friends who do not bring pocket money, sharing food, and visiting friends who are sick. Cantika Aurelya (4B) stated: "I want to help my friends if they don't have pocket money." (Cantika Aurelya, 4B). Additionally, other students like Kumala Ayu Wandira (4A), Amalia Putry Maulida (4C), Raihana Janeta Oktaviani (5A), Airin Wifani Aqueilla (5B), Muhammad Al-Fateeh (5C), M. Mehran Irfani (6A), and Rafiandra Rahman (6B) also exhibit similar behaviors by sharing pocket money or food with friends in need. This shows that the value of charity is not only practiced in formal activities but has also been integrated into students' daily lives.

Based on the observation results, not all students demonstrate the same level of social concern. There are still students who are less active or less enthusiastic in participating in charity activities and have not fully shown caring behavior towards others. This indicates that the process of developing social concern through charity activities still requires continuous habituation and reinforcement.

Several factors influence the development of students' social awareness, including regular habituation, teachers' role in providing motivation, and students' direct experiences in seeing and feeling the benefits of charity. On the other hand, obstacles identified include differences in students' levels of understanding, their still-developing age, and diverse economic backgrounds. It can be concluded that charitable activities play a role in shaping students' social awareness through habituation, direct experiences, and reinforcement by teachers. Although not yet widespread among all students, these activities have helped foster caring attitudes and mutual helping behaviors within the school environment.

Discussion

Analysis of the Implementation of the Almsgiving Program as a Philanthropic Practice at SD Negeri Gunung Sekar 1, Sampang

The implementation of charity activities at SD Negeri Gunung Sekar 1 Sampang demonstrates that charity has become a concrete form of Islamic philanthropy practiced within the school environment. The charity activities carried out through the Jum'at Religi program not only serve as religious activities but also as a form of social learning for students. The practice of Islamic philanthropy is essentially a form of social concern expressed through sharing and helping those in need. This concept aligns with the perspective (Sahabi & Ajuna, 2022), which states that Islamic

philanthropy is realized through zakat, infak, sedekah, and wakaf as forms of social solidarity toward the community in need. In the context of this research, charitable activities at school serve as a means for students to learn about human values, social concern, and responsibility toward others from an early age.

The implementation of charity at SD Negeri Gunung Sekar 1 Sampang also shows a strong connection between philanthropic activities and the development of students' social character. The practice of giving charity every Friday gradually cultivates the habit of sharing and social concern among the students. These activities not only teach students to provide material assistance but also foster empathy and the habit of helping others in daily life. This aligns with the idea of Sutarna et al. (2025), which states that students' social caring attitudes can be shaped through consistent social habituation in the educational environment, so that students become accustomed to empathy and concern for others. With regular practice of charity, students become more accustomed to sharing and helping others both within and outside the school environment.

The implementation of charity in this study can also be analyzed through the perspective of experiential learning or hands-on learning. Students not only receive theoretical explanations of the importance of sharing but also actively participate in charitable activities through Jum'at Religi. This direct experience makes it easier for students to understand the meaning of social concern because they personally feel the process of sharing with others. This finding is in line with Rifa'i et al. (2025), which explains that students' direct involvement in daily almsgiving activities can help develop sharing habits and instill genuine social empathy values. Through these direct experiences, social values are not only understood conceptually but also become part of students' everyday life experiences.

The findings of this research have similarities and differences with several previous studies. The similarity lies in the results showing that charitable activities and donations at schools can shape students' social and religious character through regular practice. Noorhanah & Gufron (2025) explain that the Jum'at Amal program can enhance students' social caring character through continuous sharing activities within the school environment. However, this research differs in that it emphasizes students' subjective experiences of interpreting charitable activities through a phenomenological approach. This study not only discusses the implementation of the charity program but also explores students' emotional experiences, meanings, and behavioral changes following participation in school-based charity activities.

Analysis of the Experience and Meaning of Almsgiving According to Students at SD Negeri Gunung Sekar 1, Sampang

The experiences of students at SD Negeri Gunung Sekar 1 Sampang in participating in charity activities demonstrate a strong subjective experience in interpreting the act of sharing within the school environment. From a phenomenological perspective, an individual's lived experiences serve as the primary source for understanding a social phenomenon in depth. The students in this study exhibited various emotional experiences, such as feelings of happiness, joy, being moved, and a sense of usefulness, after participating in charity activities. These experiences indicate that charity activities are understood not only as a school obligation but also as a social experience that provides emotional meaning for students. The phenomenological approach emphasizes understanding reality through individuals' direct experiences of social phenomena in daily life. (Wita & Mursal, 2022).

According to students in this study, charity is understood as both a form of worship and a form of social concern for others. Most students understand that charity is carried out to help those in need, such as disaster victims, orphans, or friends experiencing difficulties. This understanding shows that students are beginning to grasp the relationship between religious values and social values in the practice of charity. These findings align with the concept of Islamic philanthropy, which places charity as a form of social worship that contains values of solidarity and concern for the community (Sahabi & Ajuna, 2022). Thus, charitable activities at school not only shape students' spiritual awareness but also strengthen their social awareness of others' conditions.

Students' direct experiences in charitable activities also influence the development of social awareness in daily life. After regularly participating in charity activities, students become accustomed to helping friends in need, sharing their allowance, and showing concern for their surroundings. These experiences demonstrate that experiential learning significantly shapes students' social behavior. This aligns with the view that direct involvement in social activities can foster a stronger understanding and social awareness compared to purely theoretical learning. (Rifa'i et al., 2025). Through these direct experiences, students not only understand the meaning of sharing but also begin to apply it in their daily social interactions.

The findings of this study are similar to several previous studies that explain how philanthropic activities in schools can shape students' social character. However, this study is unique in that it emphasizes students' subjective experiences and interpretations of charitable activities. Most previous research focuses on program implementation and the general impact of charitable activities on character development. In this study, students' emotional experiences, the meaning of charity from the students' perspective, and changes in students' social behavior are the main focus of the discussion. Therefore, this research makes a new contribution to understanding school philanthropy practices through a phenomenological approach that focuses directly on students' lived experiences.

Analysis of the Role of Almsgiving in Shaping Students' Social Awareness at SD Negeri Gunung Sekar 1, Sampang

Charity activities at SD Negeri Gunung Sekar 1, Sampang, play an important role as a medium for developing students' social empathy. Through charitable activities, students come to understand the circumstances of others in need and begin to develop compassion for their peers. The habit of helping friends who are struggling shows that charity activities can foster empathetic attitudes in students' social lives. The development of social empathy is crucial in character education because it helps students understand the value of living in a caring, supportive community. Sutarna et al. (2025) explain that a caring social attitude is a form of individual concern and sensitivity towards others' conditions, reflected in behaviors such as helping, respecting, and empathizing with others.

The habitual practice of giving charity regularly also influences the development of a sharing character within students. The charity activities held every Friday help students develop a habit of setting aside a portion of their pocket money for those in need. This habit gradually shapes positive social behavior patterns in daily life. These findings indicate that habituation plays an important role in character development, especially in fostering social concern and sharing habits among students. Noorhanah & Gufron (2025) explain that regular social activities conducted through the Jum'at Amal program can establish a habit of sharing and gradually increase students' social awareness.

In addition to shaping individual character, charitable activities also contribute to building a social culture within the school environment. The sharing culture established through Jum'at Religi activities strengthen social relationships among students and fosters greater care for others. Students not only learn to share with the broader community but also begin to help friends at school who are experiencing difficulties. This shows that charitable activities can foster a more caring, solidarity-based social environment at school. Such a social culture is an important part of creating an educational environment that focuses not only on academic aspects but also on students' social character development.

The findings of this study contribute to the discussion of character education and Islamic philanthropy in elementary schools. This research shows that charitable activities not only serve as religious practices but also become a medium for shaping students' social character through direct experience. Additionally, this study reinforces the view that Islamic philanthropy practices can be applied as a strategy for character education in elementary schools. The phenomenological approach used in this research also provides a deeper understanding of students' experiences and perceptions of charitable activities. Therefore, this study can serve as a reference for schools in developing character education programs based on Islamic philanthropy that are more meaningful and better aligned with students' real experiences.

Conclusion

This study concludes that the implementation of the charity program at SD Negeri Gunung Sekar 1, Sampang, is carried out in a structured manner through consistent Jum'at Religi activities involving all elements of the school. With guidance from teachers and proper financial management, this program has become a philanthropic practice that delivers real social impact and meaningful learning experiences for students. From the students' perspective, charity offers emotional experiences such as feelings of happiness, satisfaction in helping others, and an understanding that charity is a form of worship and social concern. Direct involvement of students in charitable activities has been shown to foster empathy, sharing habits, mutual help, and greater attention to the surrounding environment more effectively than purely theoretical approaches.

The charity program also strengthens the school's culture of togetherness and serves as a medium for shaping students' social character by integrating religious, affective, and social dimensions in a holistic manner. This research makes an academic contribution to the development of character education based on Islamic philanthropy through a phenomenological approach at the elementary school level. It enriches the study of Islamic education, particularly regarding students' subjective experiences in interpreting charity practices as a process of developing social awareness. The findings indicate that consistent charitable practices grounded in real experiences can deepen students' social and spiritual awareness. In practice, these results can serve as a reference for school principals, teachers, and education policymakers in developing character education programs grounded in philanthropic practices and direct student experiences to build an empathetic, caring, and socially responsible school culture.

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