



### The Role of Philanthropic Education in Enhancing Religious Sociality at MI Muhammadiyah 4 Jetis

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#### ABSTRACT

**Keywords:**

Philanthropic Education,  
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*This research aims to further explore the role of philanthropic education in shaping students' characters and supporting the implementation of the scholarship program at MI Muhammadiyah 4 Jetis. The research investigates how philanthropic values such as empathy, solidarity, and social responsibility are integrated into the educational process, particularly through teacher involvement and the scholarship program. Using a qualitative case study approach, data were gathered through interviews, observations, and documentation involving teachers, students, and school administrators. The findings reveal that philanthropic education, implemented through both classroom activities and community projects, plays a significant role in shaping students' character, fostering social awareness, and promoting a sense of responsibility. The scholarship program, which combines financial support with initiatives like peer assistance and social engagement, further strengthens students' commitment to their community. In conclusion, this study highlights the effectiveness of philanthropic education in developing both academic and moral values, offering a model for other institutions aiming to integrate character-building into their curricula.*

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#### INTRODUCTION

Education is the foundation in shaping the character of students (Zh, Sani, et al., 2024). The educational process does not only focus on mastering academic knowledge, but also on the development of character, attitudes, and behaviors based on the moral and social values present in society (Ummah et al., 2025; Zh, Putra, et al., 2024). In this context, philanthropic education plays an important role in shaping students who are not only intellectually capable but also highly socially conscious (Hidayat, 2017). Philanthropic education teaches values such as love, solidarity, and social responsibility, which are crucial



to be applied in daily life. Therefore, philanthropic education serves not only to shape knowledge but also to shape students' attitudes, enabling them to become individuals who are beneficial to their environment.

Philanthropic education has a significant positive impact on shaping the character of students. Through this education, students are taught to care for others, have empathy, and act with social responsibility. In addition, philanthropic education also supports students in developing social skills, which are essential in community life (Supriyadi, 2019). By teaching values such as cooperation, caring, and sharing, students can directly practice these values in their lives, whether at school, at home, or in their social interactions with the wider community.

In reality, not all students have equal access to education, particularly those from economically disadvantaged families (Kamilah & Zh, 2022). Many children face significant challenges in obtaining proper education due to limited financial resources (Sukarno, 2018). In this context, scholarship programs serve as a critical solution to alleviate the financial burden of education for underprivileged families. These programs play a vital role in ensuring that all children, regardless of their economic background, have the opportunity to continue their education successfully. In the case of MI Muhammadiyah 4 Jetis, the scholarship program is one of the leading initiatives in the school's philanthropic education framework. It directly contributes to the school's mission of fostering social values, such as compassion and responsibility, by offering financial support to students in need while encouraging academic and personal growth. This program is central to the research, as it illustrates how philanthropic education is practically implemented to address social inequalities and enhance religious sociality within the school community.

Scholarships not only assist students financially but also provide an opportunity to learn about social values such as caring and solidarity. Through scholarship programs, students not only gain access to better education, but are also encouraged to participate in social activities that prioritize caring for others (Wahyudi, 2020). In this case, philanthropic education serves as a means to teach students the importance of sharing and helping those in need.

MI Muhammadiyah 4 Jetis as an Islamic educational institution, is strongly committed to producing a generation that excels academically as well as in moral and social

aspects. Philanthropic education is one relevant approach to be applied at MI Muhammadiyah 4 Jetis, as it helps develop students' character, who are not only concerned about their academics but also about their social life (Budianto, 2017). By implementing philanthropic education, MI Muhammadiyah 4 Jetis aims to instill social values that can support the creation of an environment filled with solidarity and caring for others.

The implementation of philanthropic education at MI Muhammadiyah 4 Jetis is also closely related to the scholarship program that exists at the school. The scholarship program at MI Muhammadiyah 4 Jetis not only helps students in need but also teaches them the importance of sharing and caring for their less fortunate peers (Pramudya, 2016). The philanthropic education implemented at this school allows students to directly engage in supporting the implementation of the scholarship program, so they can experience firsthand the benefits of education based on social concern.

Teachers have a very important role in caring philanthropy education because they are the main actors that influence students' character and values at MI Muhammadiyah 4 Jetis. Teachers pass on academic lessons as well as social values like empathy, solidarity and social responsibility to the youth. Sari (2019) indicates that a good teaching can build an awareness from students that they need to love others and it can become a part of their nature to do so. Besides teachers, parents also have an important role in the success of philanthropic education at MI Muhammadiyah 4 Jetis, especially as donors in the scholarship program. When parents participate by contributing financially or using their child for philanthropy, the program is much more effective. When teachers and parents work together to instill values of philanthropy, it lays the groundwork for students to gain a sense of social responsibility. With the joint efforts of teachers and parents the students are influenced by the of these values which imprint philanthropy and humanity beyond the walls of a classroom. It is a cornerstone of passing on religious sociality and commitment to community welfare to the next generation.

The implementation of philanthropic education at MI Muhammadiyah 4 Jetis also involves active participation from students in various social activities, such as helping their peers who need scholarships. This becomes one way to practice the social values they have learned. Through this program, students at MI Muhammadiyah 4 Jetis can directly feel the

benefits of philanthropic education and understand how caring for others can contribute to creating a better social life.

The impact of philanthropic education on students can also be felt in terms of their character development. Philanthropic education helps students become individuals who are more caring, responsible, and have a strong sense of solidarity towards others (Olberding, 2012). In addition, through the scholarship program that involves them, students at MI Muhammadiyah 4 Jetis also learn to appreciate the importance of education and strive to help their peers in need (Abdillah, 2018). Therefore, philanthropic education at MI Muhammadiyah 4 Jetis plays a crucial role in shaping students' character while also supporting the implementation of the scholarship program at the school.

Philanthropic education and students' character in their development of empathy, solidarity, and social responsibility. Despite its significance, relatively limited research examines how philanthropic education is effectively practiced in elementary schools, particularly in the context of Islamic education and scholarship programs. One of the most outstanding initiatives is the scholarship program at MI Muhammadiyah 4 Jetis, which aims to empower students with social value and also help them financially so they can study properly. One such initiative is the scholarship program, which can be considered as one of the most practical tools to instill in the student, the value of solidarity, helping others, and commitment towards the development of the community. Although this topic is essential, the literature that studies how philanthropic education with scholarship programs can be implemented at the elementary school level, especially MI Muhammadiyah 4 Jetis, is less well-explored. The present study intends to fill this gap by examining how the scholarship program serves to enhance philanthropic education and thus character development among students, and how the scholarship program serves to bolster religious sociality within the school environment.

This research aims to further explore the role of philanthropic education in shaping students' characters and supporting the implementation of the scholarship program at MI Muhammadiyah 4 Jetis. It is expected that this research will provide a deeper understanding of how philanthropic education can be applied in elementary schools, particularly in the context of Islamic education, and contribute to the development of character education in Indonesia. The results of this research are expected to serve as a reference for educational

managers in designing programs that focus more on shaping students' social character based on philanthropic values (Rahman, 2019). Thus, this research is not only important to provide an understanding of the role of philanthropic education in shaping students' social character, but also to explore how philanthropic education can support the implementation of social programs in schools, such as scholarship programs.

## **METHOD**

Qualitative approach with the case study design was employed by this study to investigate the role of philanthropy education in character building of students at MI Muhammadiyah 4 Jetis. The data are collected through interviews, observations and documentation, that the key participating in this research are the school principal, teachers, students and representatives of the parents of the students. Through interviews with teachers, students and parents, the article considers how philanthropic education is interpreted and enacted at school. We observe both classroom interactions and philanthropic actions to see how these values are realized. Secondary data collection occurs through documentation, such as activity reports, information about scholarship recipients, and school policies concerning philanthropic education.

The data analysis technique employed in this study is qualitative analysis, which includes data reduction, data presentation, and conclusion drawing. In order to ensure the validity and reliability of the findings, triangulation is used by comparing data from different sources: interviews with teachers, students, and parents, classroom observations, and documentation. Data reduction involves filtering relevant information and categorizing it according to specific themes. Data presentation is structured descriptively to provide a clear depiction of the findings from the field. Finally, conclusions are drawn by identifying patterns across the different data sources, allowing for a more comprehensive and accurate understanding of the implementation of philanthropic education at MI Muhammadiyah 4 Jetis.

The validity of the data is ensured through several verification steps, such as extending the research period and utilizing triangulation to compare data from different sources. Peer debriefing is also conducted to ensure accurate interpretation of the research findings. The research is carried out through several systematic stages, from data collection

to conclusion drawing, aimed at providing insights into the implementation of philanthropic education in shaping the character of students at MI Muhammadiyah 4 Jetis.

## **RESULTS AND DISCUSSION**

### **The Role of Teachers in Instilling Philanthropic Education in Students at MI Muhammadiyah 4 Jetis**

Philanthropic education at MI Muhammadiyah 4 Jetis is designed to foster students' character development by instilling key social values such as compassion, solidarity, and social responsibility. The program begins early in the students' education, typically starting from the early grades. It is integrated across various subjects, not limited to one specific area. Teachers play a crucial role in implementing this program, as they are the primary educators who interact with students on a daily basis. Their responsibilities extend beyond academic instruction to include guiding students in the development of moral and social character. By embedding philanthropic values into subjects such as religious education, social studies, and extracurricular activities, teachers ensure that these values are deeply ingrained in students' everyday actions and attitudes. Therefore, the role of teachers at MI Muhammadiyah 4 Jetis is essential in achieving a holistic educational experience that encompasses intellectual, social, and moral growth.

The first step is for teachers at MI Muhammadiyah 4 Jetis to integrate philanthropic values into every subject they teach. This can be achieved by linking the subject material to social values such as caring for others and solidarity (Manik et al., 2023). For example, in social studies lessons, teachers can address the importance of cooperation and concern for others through relevant social case studies. Integrating these social values into each subject aims to provide students with a deeper understanding of the importance of becoming individuals who care about the environment and society (Manik et al., 2023).

Teachers at MI Muhammadiyah 4 Jetis also serve as role models for their students. As educators, they are expected to embody values such as empathy, compassion, and social responsibility through their daily actions. By becoming positive examples, teachers inspire students to develop these philanthropic values in their own lives. For example, teachers participate in and organize various programs that directly demonstrate philanthropic practices.

One such program is the "Sosial Peduli" (Social Care) initiative, where teachers lead students in activities such as distributing food to underprivileged families or organizing

charity events for local causes. Teachers also engage students in environmental stewardship projects, such as tree planting and community clean ups, encouraging students to care for the environment. Additionally, teachers often coordinate fundraising efforts for students in need, reinforcing the importance of solidarity and support for others. Through these concrete activities, teachers not only impart academic knowledge but also instill in students a sense of responsibility toward others, fostering a culture of philanthropy that extends beyond the classroom (Rohana et al., 2024).

Creating a learning environment that encourages students to engage actively in social activities is also essential. Teachers not only teach theory but also provide students with opportunities to apply social values in their daily lives. Activities such as helping classmates who are struggling or participating in social projects at school offer students a platform to practice the philanthropic values they have learned. Through these activities, students gain hands-on experience in social concepts and can observe the positive impact of their actions (Khasawneh & Altakhaineh, 2020).

Teachers play an important role in guiding students to understand the value of sharing, whether it is in the form of material goods or attention. In philanthropic education, sharing is not limited to giving money or goods but extends to offering time and attention to others. For example, teachers can encourage students to participate in charitable activities both at school and in the community. These activities teach students to appreciate others and recognize the importance of sharing as a vital part of harmonious social life (Hunger, 2013).

Teachers are also expected to provide moral support to students involved in philanthropic activities. This support can take the form of positive reinforcement for any social actions students engage in. For instance, teachers can praise students who participate in social activities or help a peer in need. Such positive reinforcement motivates students to continue their contributions to social activities and strengthens their philanthropic character (Reach & Dima, 2021).

The role of teachers in philanthropic education at MI Muhammadiyah 4 Jetis extends to personalized character development. Teachers are encouraged to build strong, empathetic relationships with their students, taking time to understand their individual circumstances, including family background, social conditions, and emotional needs.

This personalized approach allows teachers to provide more tailored guidance in instilling social and moral values. Teachers approach this program by actively engaging with students in both formal and informal settings, such as one-on-one conversations, group discussions, and classroom activities focused on empathy and social responsibility. They also maintain open communication with parents to better understand students' home environments and challenges. Through these efforts, teachers ensure that their guidance is relevant to each student's unique situation, enabling them to apply philanthropic values in a way that resonates personally. By fostering a supportive and nurturing environment, teachers help students internalize the importance of compassion, solidarity, and social responsibility, making these values integral to their character development (Elihami, 2023).

Involving parents in the philanthropic education process at MI Muhammadiyah 4 Jetis is equally important. Collaboration between the school and parents is essential to ensure that philanthropic values are not only taught at school but also applied in students' daily lives. Effective communication between teachers and parents helps reinforce these values at home, creating a supportive environment for the development of students' social character. Parents are encouraged to participate in school activities, such as community service events, and to support their children's involvement in philanthropic initiatives. In the interview process for this study, parents are included as key participants to provide insight into how they reinforce these values at home and collaborate with teachers. This perspective is essential for understanding the holistic approach to philanthropic education at MI Muhammadiyah 4 Jetis, as it highlights the critical role of the family in shaping students' moral and social development outside of the school setting (Manik et al., 2023).

Teachers should also involve students in discussions on social issues that are relevant to philanthropic values. These discussions can take place in the form of lectures, question-and-answer sessions, or group activities that encourage students to think critically and share their opinions on social challenges faced by society. Such activities broaden students' understanding of social issues and train them to be individuals who are engaged with social change (Khasawneh & Altakhaineh, 2020).

To maximize the role of teachers in instilling philanthropic education at MI Muhammadiyah 4 Jetis, targeted training for teachers is necessary. This training will enhance teachers' understanding and skills in integrating social values into the learning process. With

the proper training, teachers will be better equipped to teach philanthropic values to students and become change agents capable of nurturing a generation that is socially responsible and cares for others.

### **Implementation of Philanthropic Education and Practice for Students in Realizing Scholarship Programs at MI Muhammadiyah 4 Jetis**

Philanthropic education at MI Muhammadiyah 4 Jetis is not just about teaching social values in the classroom; it is actively implemented through various programs that directly impact students. One of the most concrete examples of this is the scholarship program, which is designed to help students from underprivileged families continue their education without the burden of financial constraints. This program goes beyond financial assistance by instilling social values such as sharing, caring, and social responsibility toward others (Weber et al., 2025).

The scholarship program at MI Muhammadiyah 4 Jetis is an integral part of the school's broader philanthropic education initiative. Its goal is to support students who demonstrate academic potential but face financial challenges. The program's primary objective is not only to provide academic support but also to shape students' social character and instill a sense of responsibility. The program is funded through school-generated fundraising efforts, donations from local philanthropists, and partnerships with charitable organizations. These contributions ensure the availability of scholarships to deserving students. The selection process involves teachers and school officials who assess students based not only on their economic background but also on their academic performance and social behavior. This approach ensures that the scholarship is awarded to students who show promise academically and socially, giving them the opportunity to excel in their education. A transparent and fair selection process is vital for maintaining the program's integrity and providing equal opportunities for all students (Larson et al., 2022).

Once the scholarship recipients are selected, the school provides guidance on how to make the most out of the educational opportunity. The philanthropic education embedded in the scholarship program teaches students the importance of social responsibility and caring for others. In practice, scholarship recipients are not only mentored academically but also encouraged to participate in social activities, such as helping classmates, assisting less fortunate individuals, or engaging in community service. These activities provide an excellent

opportunity for students to practice empathy and leadership, helping them develop a sense of community and shared responsibility (Olberding, 2012).

An important aspect of this program is the active involvement of parents. The school maintains regular communication with parents, keeping them informed about their children's progress and encouraging them to take part in the development process. This partnership includes guidance on how to support their children, and opportunities for parents to participate in school events like fundraising or community service activities. By involving parents in the program, the school ensures a stronger support system for the students and fosters a collaborative environment where both home and schoolwork together to nurture students' growth. This collaborative approach ensures that the scholarship program is fully supported both within the school and at home, maximizing the effectiveness of the program and the success of each student.

The scholarship program also emphasizes character development. Students receiving the scholarship are expected to appreciate the education they receive and to understand that the opportunity they have is a result of the support and care from others. This sense of responsibility fosters gratitude and motivates students to work harder academically. By teaching students to value their education and the support they receive, the program promotes a deeper understanding of responsibility, personal growth, and contributing positively to society. However, students who do not meet the expectations of the scholarship program, such as neglecting their studies, exhibiting poor behavior, or failing to fulfill their commitments, face consequences. These can include warnings, meetings with school officials and parents to discuss the issues, and, in some cases, suspension or termination of their scholarship. To address challenges like student neglect, the school employs a mentorship system where teachers offer additional support and guidance to struggling students. This system ensures that the program serves as a tool for promoting responsibility and that students who benefit from it are fully committed to their academic and personal growth.

In addition to academic and personal development, the scholarship program encourages students to engage in charitable activities. Through fundraising initiatives such as charity drives, bake sales, and donations from local businesses, students, including both recipients and non-recipients, are introduced to the concept of philanthropy. These events provide an opportunity for students to learn about the importance of giving back to the

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community and what goes into raising funds for a cause. By participating in these activities, students gain hands-on experience in collaboration, social skills, and a deeper understanding of compassion and solidarity. These events not only teach the students about philanthropy but also help them develop essential teamwork and communication skills, which are important in their personal and academic growth. These real-world applications help students connect with the values of philanthropy and social responsibility.

The implementation of philanthropic education through the scholarship program has a positive effect on creating an inclusive atmosphere at MI Muhammadiyah 4 Jetis. Students from all backgrounds, particularly those from economically disadvantaged families, have access to quality education. This ensures that no student feels marginalized due to financial constraints, fostering a supportive and inclusive school environment where students care for and support each other.

However, the scholarship program faces certain challenges, primarily the limited funds available to support all students in need. Despite this, MI Muhammadiyah 4 Jetis strives to ensure that the program runs smoothly and continues to provide substantial benefits to students. To overcome this, the school is exploring additional partnerships and innovative fundraising techniques to expand its resources. Additionally, the program requires intensive monitoring to ensure that recipients make the most of the opportunity. This monitoring process involves teachers, school leaders, and parents, who work together to support students and ensure the sustainability of the program.

The scholarship program's impact extends beyond the school and into the surrounding community. Scholarship recipients are encouraged to participate in social activities outside of school, such as helping underprivileged children or engaging in local social projects. This fosters a sense of community involvement and encourages students to apply their learning to improve their environment. As a result, MI Muhammadiyah 4 Jetis is not only shaping academically competent students but also producing individuals with strong social values who are motivated to make positive contributions to society.

In conclusion, the implementation of philanthropic education through the scholarship program at MI Muhammadiyah 4 Jetis has proven to be an effective model for shaping students' character and enhancing their social awareness. The program allows students to access education without the burden of financial constraints, while also teaching

them the importance of responsibility and giving back to the community. Data collected from the program reveals that students who receive scholarships benefit not only from academic support but also gain a deeper understanding of social values like empathy, solidarity, and community engagement. Many scholarships recipients report feeling empowered by their ability to contribute to societal well-being, reinforcing their sense of self-worth and confidence. This empowerment creates a sense of pride and ownership over their actions, further enhancing their character development and preparing them to take on future leadership roles. Ultimately, the scholarship program at MI Muhammadiyah 4 Jetis exemplifies how philanthropic education can shape well-rounded, socially responsible individuals who are ready to make a positive impact in their communities.

### **The impact of philanthropy education implemented through scholarship programs at MI Muhammadiyah 4 Jetis**

The impact of philanthropic education, particularly through the scholarship program at MI Muhammadiyah 4 Jetis, has played a crucial role in shaping students' character. One of the key outcomes identified in this study is the significant increase in students' social awareness, particularly regarding the importance of sharing and caring for others. The scholarship program not only provides financial assistance to economically disadvantaged students but also emphasizes the development of social values such as empathy, solidarity, and community engagement. Data collected from interviews and observations show that students actively participate in philanthropic activities, such as peer support and community projects, where they apply these values in real-world contexts. This engagement has fostered a deeper understanding of the importance of helping others and contributing to societal well-being, reinforcing the notion that education extends beyond academic achievement to include social responsibility. As Larson et al. (2022) note, such programs are instrumental in developing students' sense of social duty and encouraging them to make meaningful contributions to their communities.

Moreover, philanthropy education through the scholarship program plays an important role in shaping students' sense of responsibility toward their education. With the scholarship, students feel more appreciated and motivated to study to their fullest potential. They learn that education is an opportunity that must be valued and utilized to the best of their ability. This awareness also encourages them to improve their academic performance and strive to contribute positively to society (McDonald & Olberding, 2012). The program

thus fosters a strong sense of personal responsibility, as students begin to realize their role in both their own success and in the well-being of others.

The scholarship program also promotes a stronger sense of solidarity among students. Scholarship recipients learn to work together, support one another, and assist their peers who may be in need. By participating in social activities, they understand that education is not solely about personal achievement but also about sharing and collaborating for the collective good. This impact creates a more inclusive and supportive school environment, helping to reduce social inequalities that may exist among students. Such initiatives encourage a culture of mutual respect and cooperation within the school, benefiting all students (Olberding, 2009).

Philanthropy education at MI Muhammadiyah 4 Jetis also contributes to the development of students' social skills. They learn to appreciate their peers, show empathy, and collaborate in various social activities. These social skills are crucial for their personal development as they help them interact more effectively in everyday life. Additionally, students' self-confidence is enhanced when they feel valued and recognized by their teachers and peers through the scholarship program. This growing sense of self-worth positively influences their social relationships and their ability to contribute to the community (Benz et al., 2020).

By involving students in social activities that support the scholarship program, they experience firsthand the benefits of philanthropy education. They learn to be individuals who care for others and work together to create positive change. This approach helps them develop a deeper understanding of social responsibility, preparing them for future roles as socially conscious citizens. The lessons they gain from this experience will be invaluable as they navigate their personal and professional lives, where collaboration and empathy are key (Weber et al., 2025).

The long-term impact of philanthropy education through the scholarship program is the creation of a generation that is not only academically intelligent but also socially responsible. Scholarship recipients are expected to become social change agents who are highly responsible and have a strong commitment to the welfare of their communities. Through this program, MI Muhammadiyah 4 Jetis aims to produce graduates with strong social characters who are ready to contribute positively to society. The scholarship program

serves as a means to develop both the academic and moral aspects of students' character (Iligan et al., 2024).

Additionally, the impact of philanthropy education is evident in the maturation of students' character. Those involved in the scholarship program learn to appreciate education, understand the value of sharing, and recognize the opportunities provided by others. They also develop a greater sense of responsibility, not only toward their education but also in their social contributions. This growth fosters a deeper understanding of the importance of generosity and community support (Mutevere et al., 2024).

Philanthropy education at MI Muhammadiyah 4 Jetis also strengthens students' empathy. They learn to understand and feel the suffering of others, making efforts to alleviate the burdens of those in need. This enhances their sense of solidarity and social concern, which is essential in building a more harmonious and supportive society. By fostering these traits, the school helps to create individuals who are more socially aware and who can engage in meaningful ways to solve social problems (Olberding, 2012).

Ultimately, the impact of philanthropy education through the scholarship program is not limited to the development of academic skills and social character. It also leads to the creation of a generation that is more sensitive to social issues and better prepared to contribute to resolving these challenges. This scholarship program ensures that students not only excel in their academic pursuits but also develop strong social character, enabling them to become valuable members of society and the nation (Larson et al., 2022).

## **CONCLUSION**

This research concludes that philanthropic education at MI Muhammadiyah 4 Jetis is one of the main keys to building a solid sense of religious sociality in their students. Involving teachers using the whole institution approach underpinned by a well-structured scholarship programme and parental support have embedded the importance of compassion, solidarity and social responsibility through the curriculum. Along with enhancing their academic abilities, this approach also cultivates their social awareness and responsibility towards society. Current students, through services to others like peer-support and fundraising, are drawn further into their community, emphasising shared responsibility. Their raised neberirs is nefter nebreance and coopeation, as well as neberense with a social welfare ditty since then. Finally, this one kind of philanthropic education at MI Muhammadiyah 4

Jetis can be successful in creating the personality of intellectual and moral individual which in turn will become exemplary which become the model for loat other education institutions of philanthropic in order to cultivate social responsibility and community service.

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