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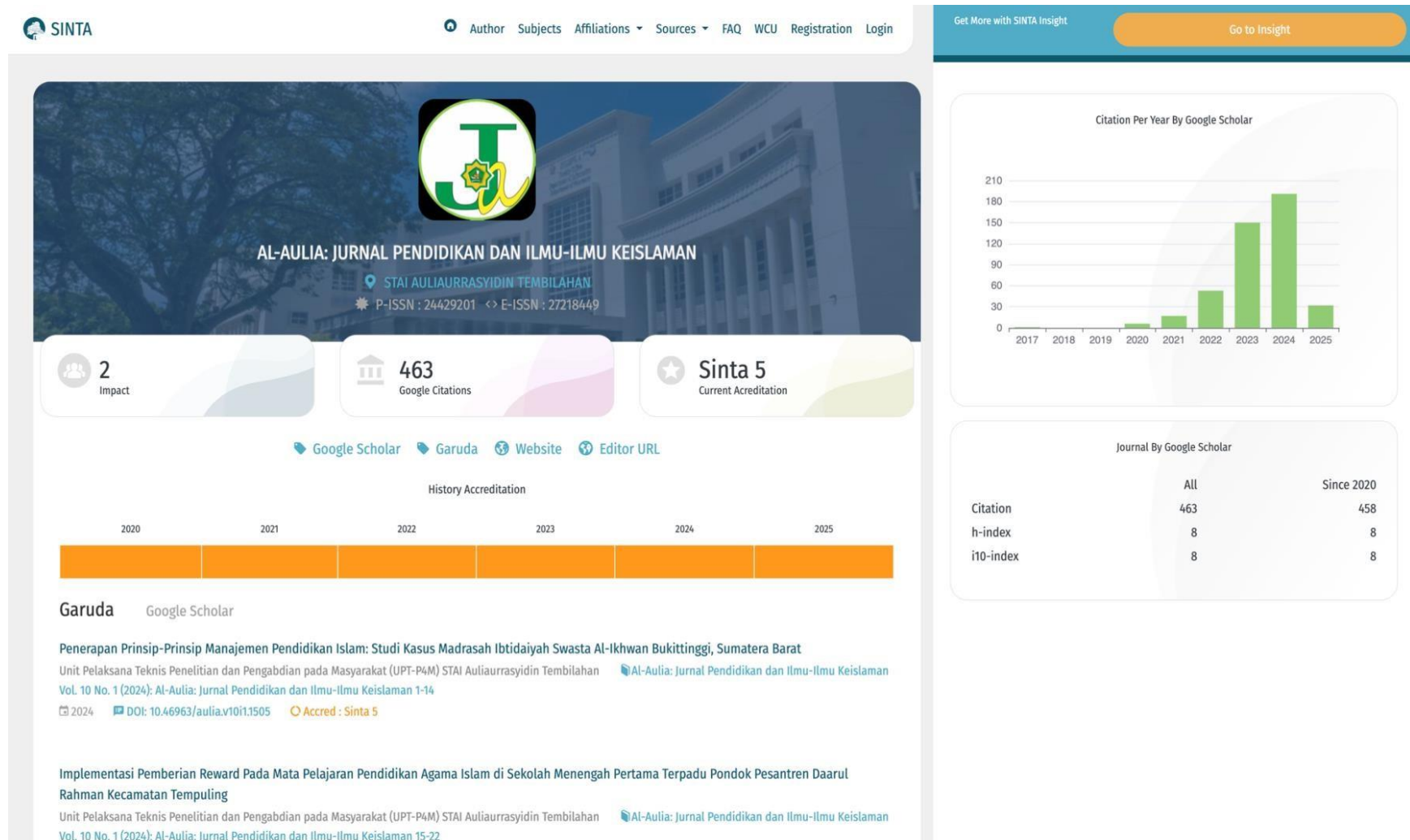
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LETTER OF ACCEPTANCE

No. 9/AA/LOA/VI/2025

Dear Author,

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I am pleased to inform you that after the peer-review process, your paper entitled:

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

Has been accepted for publication and it will appear in the coming issues of *Al-Aulia: Jurnal Pendidikan dan Ilmu-Ilmu Keislaman*, Vol 11 No. 2, Desember (2025), E-ISSN (2721-8449), P-ISSN (2442-9201).

Thank you for your contribution and sharing knowledge to the world through *Al-Aulia: Jurnal Pendidikan dan Ilmu-Ilmu Keislaman*, I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further.

Congratulations.

Tembilahan, 30 Juni 2025

Best Regards,

ARMIZI

Editor in Chief

For and on behalf of:

Al-Aulia: Jurnal Pendidikan dan Ilmu-Ilmu Keislaman

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LAMPIRAN 7. BUKTI “CEK TURNITIN” ARTIKEL



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LAMPIRAN 8. BUKTI “PUBLIKASI ARTIKEL



The Role of Philanthropic Education in Enhancing student Sociality Religious

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ABSTRACT

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This study explores the role of philanthropic education in shaping students' character at MI Muhammadiyah 4 Jetis, focusing on teacher involvement, scholarship programs, and their impacts. Philanthropic education integrates values like empathy, solidarity, and social responsibility into learning, aiming to develop students' moral and social awareness alongside academic growth. Using a qualitative case study approach, data were collected through interviews, observations, and documentation involving teachers, students, and school administrators. The findings highlight three

key aspects. First, teachers act as role models by embedding philanthropic values in lessons and encouraging student participation in social activities. Second, the scholarship program not only provides financial aid but also fosters social responsibility through initiatives like peer support and community projects. Third, the program significantly enhances students' social awareness, empathy, and sense of responsibility, creating a more inclusive school environment. In conclusion, philanthropic education at MI Muhammadiyah 4 Jetis effectively cultivates character development by combining academic and moral learning. The scholarship program serves as a practical medium for instilling philanthropic values, producing socially conscious students. This model offers a replicable framework for other institutions seeking to integrate character education into their curricula.

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,



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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, especially those from economically disadvantaged families (Kamilah & Zh, 2022). Many children face difficulties in obtaining proper education due to limited financial resources to support their schooling (Sukarno, 2018). In this regard, scholarship programs become an essential solution in alleviating the financial burden of education for underprivileged families. These scholarship programs help ensure that all children, regardless of their economic background, can continue their education successfully.

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

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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.

The role of teachers in instilling philanthropic education at MI Muhammadiyah 4 Jetis cannot be overlooked. Teachers play a significant role in shaping the character of students, including instilling philanthropic values. Through the right approach, teachers can teach students to understand the importance of social care and encourage them to implement these values in their daily lives (Sari, 2019). Therefore, this research focuses on the role of teachers in instilling philanthropic education at MI Muhammadiyah 4 Jetis and how teachers can motivate students to participate in the scholarship program available.

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. 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

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students' character while also supporting the implementation of the scholarship program at the school.

Although many studies discuss the importance of philanthropic education in shaping students' character, few connect philanthropic education with real practices in elementary schools, particularly in the context of Islamic education and the implementation of scholarship programs. Several studies have also highlighted the impact of philanthropic education on students' character, but rarely focus on how scholarship programs can serve as a medium for instilling social values, such as solidarity and caring for others. The gap in this research lies in the lack of studies that thoroughly examine the relationship between philanthropic education and scholarship programs at the elementary school level, especially at MI Muhammadiyah 4 Jetis. This research aims to fill that gap by exploring the role of philanthropic education at MI Muhammadiyah 4 Jetis and how the scholarship program can support the teaching of philanthropic values to students.

This research aims to further explore the role of philanthropic education in shaping students' character 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

This study employs a qualitative approach with a case study research design to explore the role of philanthropic education in shaping the character of students at MI Muhammadiyah 4 Jetis. Data is collected through interviews, observations, and documentation involving the school principal, teachers, and students. Observations are conducted in the classroom and during philanthropic activities, while interviews

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are used to gain insight into the understanding and implementation of philanthropic education by the school. Secondary data is obtained through documentation, including activity reports, data on scholarship recipients, and policies related to philanthropic education.

The data analysis technique used is qualitative analysis, consisting of data reduction, data presentation, and conclusion drawing. Data reduction involves filtering relevant information and categorizing it based on specific themes. Data presentation is structured descriptively to illustrate the findings from the field. Conclusions are drawn based on patterns identified from the collected data to provide an in-depth understanding of the implementation of philanthropic education at the school.

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 focuses on developing students' character by instilling social values based on compassion, solidarity, and social responsibility. Teachers play a crucial role in instilling this philanthropic education because they are the primary educators who interact with students daily. Teachers are not only responsible for academic instruction but also for guiding students in the formation of moral and social character. Therefore, the role of teachers at MI Muhammadiyah 4 Jetis is vital in achieving educational goals that encompass intellectual, social, and moral aspects.

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

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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 also serve as role models for their students. As educators, they are expected to demonstrate empathy, compassion, and social responsibility in their daily actions. By becoming good examples, teachers can inspire students to develop philanthropic values in their own lives. For instance, a teacher who shows care for colleagues, students, and the surrounding environment creates an atmosphere that encourages students to cultivate a sense of care for others (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 also involves more personalized character development. Teachers at MI Muhammadiyah 4 Jetis should aim to understand their students more closely, including their family background, social

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conditions, and emotional needs. By gaining insight into students' situations, teachers can offer more tailored guidance in instilling social and moral values (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. Through effective communication between teachers and parents, philanthropic values can be reinforced at home, creating a supportive environment for the development of students' social character (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 extends beyond teaching social values in academic contexts; it is also implemented through various programs that directly impact the students. One concrete implementation of this philanthropic education is the scholarship program. This scholarship program aims to assist students from underprivileged families so they can continue their education without being burdened by financial constraints. The implementation of the scholarship program at MI Muhammadiyah 4 Jetis does not only focus on providing financial aid but also teaches social values such as sharing, caring, and social responsibility toward others (Weber et al., 2025).

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The scholarship program begins with a selection process involving teachers and school officials to determine which students are eligible to receive the scholarship. The selection process considers not only the family's economic background but also the students' academic performance and social behavior. This is to ensure that the scholarship is not just awarded to those in need, but also to those who show potential to excel both academically and socially. A transparent and fair selection process is essential for the program to achieve its objectives, which is to provide equal opportunities for all students to access quality education (Larson et al., 2022).

Once the scholarship recipients are selected, the school then provides guidance to the students on the importance of making the most out of the opportunity to learn. Philanthropic education embedded in the scholarship program teaches students about social values such as caring for others and social responsibility. For example, scholarship recipients are not only mentored academically but are also encouraged to participate in social activities within the school or their local community. These activities may include helping classmates in need, sharing with the less fortunate, or engaging in charitable work. By involving students in such social activities, they can directly apply the philanthropic values they have learned at school (Olberding, 2012).

Moreover, the implementation of philanthropic education through the scholarship program at MI Muhammadiyah 4 Jetis also involves parents in the process. The school communicates with the parents of the scholarship recipients to ensure that they also support the program and actively participate in supporting their children's development. Parents are expected to provide encouragement and motivation for their children to fully utilize the scholarship opportunity. Through cooperation between the school and parents, the scholarship program can run more effectively and have a greater impact on the students.

The implementation of philanthropic education in this scholarship program also includes a focus on character building. While receiving the scholarship, students are expected to appreciate the education they are receiving. The scholarship program offers them an opportunity to learn without the burden of financial issues, allowing them to focus on academic achievements and personal growth. Through this program, students are taught to take responsibility for their education and understand that the opportunities they receive are the result of help from others who care about them. This

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awareness can foster gratitude and motivation to study harder and contribute positively to society in the future.

One of the implementations of philanthropic education in the scholarship program at MI Muhammadiyah 4 Jetis is by organizing fundraising or other social activities that involve students. These activities do not only involve scholarship recipients but also other students who can participate in supporting their peers in need. Through such activities, students can directly experience the benefits of sharing, learn to work together, and develop social skills that are valuable in everyday life. These social activities also provide an opportunity for students to delve deeper into philanthropic values and apply them in their lives.

The implementation of philanthropic education through the scholarship program also creates a more inclusive atmosphere at MI Muhammadiyah 4 Jetis. All students, regardless of their background, can feel accepted and appreciated at this school. The scholarship program offers students from economically disadvantaged families the chance to receive quality education, ensuring that no student feels marginalized because of financial constraints. This creates a friendly and supportive school environment, where students care for each other.

However, the implementation of this scholarship program is not without challenges. One of the greatest challenges is the limited funds available to provide scholarships to all students in need. Despite this, MI Muhammadiyah 4 Jetis strives to ensure that the program runs smoothly and provides significant benefits to the students. Additionally, the scholarship program requires intensive monitoring to ensure that the recipients make the most of the opportunity and maintain their academic performance. This monitoring process involves teachers, school leaders, and parents to ensure the sustainability and success of the scholarship program.

The implementation of philanthropic education in the scholarship program also has a positive impact on the surrounding community of MI Muhammadiyah 4 Jetis. Through this program, the school not only provides students with the opportunity to access education but also teaches them to care for the community and the environment around them. Scholarship recipients are expected to contribute to social activities outside of school, such as helping underprivileged children in the community or engaging in social projects that can bring about positive change.

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Through this program, MI Muhammadiyah 4 Jetis can produce individuals who are not only academically competent but also possess strong social character.

In conclusion, the implementation of philanthropic education through the scholarship program at MI Muhammadiyah 4 Jetis is a concrete example of how education can be used as a tool to shape students' character and raise their social awareness. This scholarship program offers students the opportunity to learn without the financial burden, while also teaching them to share with others. Therefore, the scholarship program not only helps students access education but also educates them to become caring, responsible individuals who contribute to society. This program is one of the tangible outcomes of philanthropic education at MI Muhammadiyah 4 Jetis, which is expected to have long-term benefits for both the students and the community.

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

The impact of philanthropy education implemented through scholarship programs at MI Muhammadiyah 4 Jetis has significantly contributed to the development of students' character. One of the key outcomes is the increase in students' social awareness about the importance of sharing and caring for others, especially those in need. The scholarship program not only provides financial assistance but also teaches students to understand social values and contribute to creating a better social life (Larson et al., 2022). By engaging in philanthropic activities, students are exposed to the idea that helping others and contributing to society are essential elements of education.

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

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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 character 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

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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 study demonstrates that philanthropic education at MI Muhammadiyah 4 Jetis plays a crucial role in shaping students' character through the active involvement of teachers, the implementation of scholarship programs, and their resulting positive impacts. **First**, teachers serve as both educators and role models in instilling philanthropic values such as compassion, solidarity, and social responsibility. They integrate these values into classroom instruction, exemplify them through daily actions, and engage students in social initiatives, such as assisting peers in need. Additionally, collaboration with parents reinforces the internalization of philanthropic values beyond the school environment.

Second, philanthropic education is operationalized through a scholarship program that extends beyond financial assistance by encouraging student participation in social initiatives. The scholarship selection process is conducted transparently, considering economic, academic, and social factors. Recipients receive not only academic support but are also encouraged to engage in philanthropic activities, such as

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fundraising or peer assistance, allowing them to directly apply philanthropic principles. The program further involves parental participation and periodic monitoring to ensure sustainability.

Third, the impact of philanthropic education through the scholarship program is evident in students' heightened social awareness, strengthened sense of responsibility, and enhanced solidarity within the school community. Students learn to value education as a privilege to be utilized for collective welfare. Moreover, they develop social competencies such as empathy, cooperation, and community engagement. Consequently, MI Muhammadiyah 4 Jetis fosters academically proficient individuals with strong social character, preparing them to become agents of positive societal change.

In summary, philanthropic education embedded in the scholarship program has significantly contributed to nurturing students with moral integrity, social consciousness, and a commitment to community betterment. This model offers a replicable framework for other educational institutions seeking to integrate philanthropic values into their pedagogical systems.

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