




Character Development of Social Care of Students through the Friday Infaq Movement

Muhammad Basri¹, Zunidar Zunidar¹, and Fani Tahria¹

¹ State Islamic University of North Sumatra, Indonesia
muhammadbasri@uinsu.ac.id

Abstract. The Friday infaq movement at Madrasah Ibtidaiyah Swaswa (MIS) Mutiara located on Jl. Jati No. 125 A Pasar IV Dusun II A Sei Mencirim Village, Sunggal District, Kabupaten Deli Serdang, North Sumatra, Indonesia, is the focus of research to develop students' social care character. This study aims to determine the Friday infaq activities at MIS Mutiara and the character of students' social care. This research uses a qualitative approach, observation, interviews, and documentation are tools used to collect data. The participants of this study were school principals, educators, and students. The results obtained in this study are Friday infaq activities at MIS Mutiara carried out every Friday, this activity has been started since 2019. All students are involved in Friday infaq activities and they are very enthusiastic to give their best infaq. The collected infaq was then handed over to the vice principal and then distributed to orphans as a form of concern for them. In addition, infaq is also distributed to underprivileged students and used to visit sick students, especially MIS Mutiara students. The social care character of students through the Friday infaq movement at MIS Mutiara has developed well, it can be seen from the increasing infaq results, they care about their friends who are in need of help, for example there are friends who do not bring stationery they immediately lend it, there are friends who are sick they visit them.

Keywords: Character Development, Social Car, Friday Infaq Movement

1 Introduction

Education is very important in life. Since then, education has become a benchmark for a country's progress. One of the variables that brings a country into the pool of developed countries is the increase in teaching. There is an assumption that schools play an important role in the preparation of future generations. The essence of education was conveyed by Al-Ghazali, that education is an effort to prepare the younger generation and children who are intelligent and determined to face future challenges [1]. Character education is everyone's business, starting from responsibility to oneself, then to the family. Similarly, character education in schools is the duty and responsibility of every teacher and every school citizen. Character education can be done in a simple way, such as giving examples to students who have good values [2].

© The Author(s) 2023

J. Warmansyah et al. (eds.), *Proceedings of the International Conference on Social Science and Education (ICoE SSE 2023)*, Advances in Social Science, Education and Humanities Research 789,
https://doi.org/10.2991/978-2-38476-142-5_31

Social care character is one of the 18 forms of character established by the Education and Culture Office of the Republic of Indonesia. This is the reason to strengthen Indonesia's strong momentum in 2045. Rokhman said the focus of Indonesian education needs to be changed from the focus on complementing pre-existing sciences, but including capital. includes attitudes, behaviors, and 18 personalities in the Education environment. and RI culture [3]–[8].

Nursalam et al emphasized the importance of instilling the character of social considerations in students through three stages: First, improving students' ability to change their perspective on the importance of social care in their immediate environment. Second, the growing desire to be friendly to everyone in their immediate environment so that students are accustomed to providing assistance in the third stage. Therefore, the importance of helping students cultivate the character of social responsibility must be a concern that is carried out as much as possible, especially at the level of Ibtidaiyah Elementary School/Madrasah [3], [9]–[13].

Based on the findings in MIS Mutiara in the application of human personality development and obedience to God and human care as a form of love, especially in giving infaq. Considering the results of the meeting with the principal, this berinfaq is held every Friday, in advance the homeroom teacher gives the opportunity for students to pray and prepare the money to be infakak. Infaq proceeds are used to commemorate Islamic holidays, visit sick friends, and help underprivileged students. The results of interviews with several students, it turns out that the amount of pocket money every day is different, some are two thousand and also five thousand rupiah. However, MIS Mutiara students enthusiastically gave their infak.

There has been a lot of previous research on the character of social care. Similar to Masrukhan's research on how social care character education is implemented at SDN Kota Gede 5 Yogyakarta. At SDN 5 Kota Gede Yogyakarta, the implementation of social character learning is mostly going well. Implementation of social care character education by giving routine infak every Friday [14]. Research on the Implementation of Social Care Character Education at SMP Negeri 1 Karangtengah Demak found that among the characters of social care, learning embedded in social studies lessons is sharing social activities, lending tools to friends who do not have, maintaining cleanliness, beauty and preservation of nature, behaving politely, tolerating differences and knowing how to work together. The principal of SMP Negeri 1 Karangtengah supports and influences the cultivation of social care character in students [15].

This was then reinforced by Cicha Prilly Devita's research on Social Care Character Education Through School Culture. This exploration shows that the implementation of social teaching through school culture is an activity that is not limited in number but can be notified in advance. Advising and not sanctioning students who do not reflect social actions with caring character, and giving rewards to students that reflect the nature of social care. School residents visit other school residents who are sick and do social services, such as helping victims of natural disasters. Implementation of social care character education through school culture in the form of direct examples from teachers [16]. From several past studies tend to show that social care carried out can increase or develop students' self-posensation in reflecting the character of social care.

From the description above, the author wants to conduct research on how teachers develop the social character of MIS Mutiara students. Departing from this problem, the author took the title "Development of Student Social Care Character through the Friday Infaq Movement at Madrasah Ibtidaiyah Swasta (MIS) Mutiara".

2 Methods

The technique used in this study is qualitative by collecting information from observation, interviews and documentation. Data collection strategies are carried out using triangulation strategies (perceptions, interviews, documentation). Data is a discovery of originality, subject, significance to events as well as processes and social interactions which are then analyzed [17].

3 Results and Discussion

3.1 Friday Infaq Activities at MIS Mutiara

The purpose of education is to produce students with noble morals. Therefore, character education occupies a dominant position in an educational institution, including MIS Mutiara in Sei Mencirim village, Sunggal sub-district, Deli Serdang Regency also prioritizes character education. The habituation of infaq at MIS Mutiara has been carried out for approximately five years, starting from 2019 to now 2023. The application of this habit is considered very important to develop students' social care attitudes in everyday life, especially in schools and communities.

The continued implementation of social character education through Friday infaq for MIS Mutiara students is thanks to the preparation of all parties, especially teachers and students. In this case, every Friday, the homeroom teacher appoints a student to collect infaq from his friends, then the homeroom teacher hands over to the office in charge of handling the entire amount. Infaq is a routine activity applied to MIS Mutiara students and is carried out every Friday. This Friday infaq activity can improve the social character of students.

Based on the results of interviews and observations, it can be seen that one of the strategies of educators in implementing social character education is through Friday infaq. Infaq Friday is in the form of encouragement and encouragement to students to spend their daily allowance or activities prepared by parents for infaq Friday. In this case, the teacher sets conditions for both parties, namely students and parents. The aim is to help students and parents understand and know about the information of the Friday infaq program and avoid misunderstandings between students and parents about the programs implemented at MIS Mutiara, so that the three parties (schools, students and parents) can coordinate and supervise each other.



Fig. 1. The process of Friday infaq activities

To get information about this Friday's infaq activity, researchers conducted interviews with students. Therefore, researchers can find out that pocket money is different for each student. Some say five thousand rupiah, ten thousand rupiah and the lowest is only two thousand rupiah.

Judging from the amount of each student's pocket money, the development of student social care character education through the Friday infaq movement does not determine the nominal size. Teachers always motivate students about the value and benefits of Friday infaq activities so that students are excited about doing Friday infaq activities. The collected infaq will later benefit students and school residents and can develop students' social values.

However, not every Friday students seem enthusiastic in giving infaqnya. There are several factors that cause students not to infaq. For example, they do not bring pocket money or do not get more pocket money than their parents. However, the school does not punish students who do not infaq but only provides motivation and guidance on the importance of infaq.

From the description above, it can be seen that the Friday infaq activity at MIS Mutiara went well. Students bring daily pocket money, on Friday parents prepare more money for Friday infaq and each student's pocket money also varies according to the economic conditions of their parents.

3.2 Development of Students' Social Care Character through the Friday Infaq Movement at MIS Mutiara

According to the vice principal of MIS Mutiara, personality education is an educational process applied to develop students' personalities so that they become a generation with good personality. This is in accordance with the results of an interview with Mrs. Islili "Character education is a form of human activity whose activities foster and are intended for the next generation".

From the development of the times, it can be seen that currently very few people apply social care attitudes to themselves, it can even be said that social care attitudes today are rarely encountered. This was confirmed by Ibu Mutiara as Vice Principal of MIS Mutiara during the interview.



Fig. 2. Interview process with the vice principal

Mrs. Mutia mentioned "the implementation of social personality education for MIS Mutiara students through Friday infaq is one of the efforts to increase students' interest in social care. From here was born the idea of teachers and heads as if implementing Infaq Friday". In addition to the benefits of fundraising to help underprivileged students, there are additional benefits in the form of strengthening students' social and religious character. In addition, the need for student personality development, especially through Friday infaq so that students are accustomed to sharing and caring for friends.

Through Infaq Friday, the main purpose of implementing social care character education for MIS Mutiara students is to develop students' noble morals, such as strengthening social care. That is, the purpose of this activity is to develop a positive child's personality, with the hope that the child will develop his social awareness. But what is more fundamental is the improvement of religious character through a sincere attitude of charity. Exemplary sincerity is not only focused on giving (money), but also sincere in everything and doing good to others. Therefore, this program leads to the development of good ethics and good behavior in life and benefits others. As Sutarjo Adisusilo, J.R. in his book entitled Learning Model of Smart Character Education: "character is a psychological attitude, personality, or trait that characterizes a person or group of people, or something that characterizes a person, becomes an identity, a fixed trait. Overcoming inadvertent experiences that are ever-changing [18].

All schools, students, teachers and also parents gave a positive response to the development of social care character through infaq Friday at MIS Mutiara where this activity was a main activity. Because, it aims to give birth to the character of social

care in students, care for others, and strengthen religious values. This can be seen from the enthusiasm of the infaq students on Friday, although with a nominal amount that is not the same according to their respective classes.

Infaq expenditure is adjusted to the level of economic ability of the parents of students and only expects the pleasure of Allah SWT. Moreover, we hope for the goodness of life in the world and the hereafter only from Allah SWT, because whatever we spend sincerely energy and treasure will be charity in the hereafter, getting various rewards, namely heaven's reward and also Allah promises to replace the infaq given by His servants with abundant sustenance.

The success in building prosperity through Infaq Friday is reflected in the spirit and quality of Infaq Friday. For example, students who consistently give infaq Fridays and the results from months and years show increasing numbers. It was further explained that there are three factors that can be taken into consideration in determining the success of a student in developing social character through this Friday infaq: 1) if all students show discipline and enthusiasm in infaq without coercion from the teacher, 2) the results of Friday infaq will be more optimal, namely every month there is an increase. 3) Mutual help, such as helping a friend in distress.

In general at MIS Mutiara, the development of social care character through infaq Friday has no problems. However, there are some obstacles faced, namely sometimes there are still parents who do not support Friday infaq activities. According to the principal of MIS Mutiara, this is not a serious obstacle because we never force students to spend Friday. This means that the development of social care character through Friday infaq at MIS Mutiara has gone well and smoothly. This can be seen from the implementation of student social care character development activities for approximately five years through Friday infaq at MIS Mutiara. The benefits of these activities, including concern between students and other students, can be seen when students help each other in difficulties, complement each other and help fellow friends in need.

4 Conclusion

Based on research on the development of social care character through Friday infaq at MIS Mutiara, it can be concluded that social care character development through Friday infaq at MIS Mutiara began in 2019, which was behind due to the lack of social care attitudes of students. The procedure in infaq activities every Friday is that the teacher orders one of the students to collect infaq money after which the student hands over the collected money to the homeroom teacher. Through infaq activities carried out every Friday aims to familiarize children with social nature, care for friends and religious character (sincere). In practice, teachers require students to set aside some pocket money, or have been prepared by parents and guardians to infaq, with an unspecified nominal. The success of Friday's infaq activities is indicated if students are disciplined in infaq with full awareness, and the increase in infaq results, as well as concern for others, especially for school residents.

References

1. N. Aisyah, S. Panjaitan, and H. Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva," *J. Educ. Res.*, vol. 4, no. 2, pp. 484–495, 2023, doi: <https://doi.org/10.37985/jer.v4i2.182>.
2. Marzuki, *Pendidikan Karakter Islam*, 2nd ed. Jakarta: Amzah, 2017.
3. M. Arif, "Penanaman Karakter Peduli Sosial Pada Siswa Sekolah Dasar," vol. 13, no. 2, pp. 289–308, 2021, doi: 10.37680/qalamuna.v13i2.802.
4. W. R. Hidayati, J. Warmansyah, and Z. Zuhendri, "Upaya Penguatan Nilai-Nilai Karakter Islam Moderat pada Satuan Pendidikan Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 5, pp. 4219–4227, 2022, doi: 10.31004/obsesi.v6i5.1756.
5. N. Amala., A. Reswari, and S. L. Iftitah, "Penguatan Moderasi Beragama pada Anak Usia Dini sebagai Upaya Pencegahan Radikalisme di Masa Pandemi Covid- 19," *Proc. Annu. Conf. Muslim Sch.*, vol. 6, no. 1, pp. 712–721, Apr. 2022, doi: 10.36835/ancoms.v6i1.377.
6. J. Warmansyah et al., "The Effect of Mathematics Learning Approaches and Self-Regulation to Recognize the Concept of Early Numbers Ability," *JPUD - J. Pendidik. Usia Dini*, vol. 17, no. 1, pp. 54–81, Apr. 2023, doi: 10.21009/IPUD.171.05.
7. F. F. Nisak, H. Munawaroh, and S. Abbas, "The Effect of ' Kids Moderations ' Interactive Multimedia on Religious Moderation Attitudes in Early Childhood," *Indones. J. Early Child. Educ. Res.*, vol. 1, no. 1, pp. 38–47, 2022, doi: 10.31958/ijecer.v1i1.5811.
8. E. Satriani and A. Putra, "The Impact of Fiqih Ibadah Materials on Amaliyah of Vocational High School Students," *J. Islam. Educ. Students*, vol. 1, no. 2, p. 75, 2021, doi: 10.31958/jies.v1i2.3431.
9. S. Rahmawati, D. Dasril, I. Irman, and R. Yulitri, "Students' Competency as Candidates of Guidance and Counseling Counselors in the Implementation of Group Guidance Services," *J. Islam. Educ. Students*, vol. 1, no. 2, p. 87, Nov. 2021, doi: 10.31958/jies.v1i2.3160.
10. A. Khamidah and N. I. Sholichah, "Digital Pop Up Learning Media for Early Childhood Cognitive," *Indones. J. Early Child. Educ. Res.*, vol. 1, no. 1, pp. 11–19, 2022, doi: 10.31958/ijecer.v1i1.5833.
11. H. Muliana and J. Warmansyah, "Pengembangan Media Pembelajaran Interaktif Speaking Pyramid untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Anak Usia 5-6 Tahun," *J. Sci. Technol.*, vol. 2, no. 1, pp. 51–60, 2022.
12. M. Sari, J. Warmansyah, and N. Husna, "Efektivitas Media Puzzle Geometri Terhadap Kecerdasan Visual Spasial Anak Usia 3-4 Tahun," *J. Pendidik. Anak*, vol. 8, no. 2, pp. 73–82, 2022.
13. N. Priyanti and J. Warmansyah, "Improving Critical Thinking Skills of Early Childhood Through Inquiry Learning Method," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 2, pp. 2241–2249, 2021, doi: 10.31004/obsesi.v5i2.1168.
14. A. Masrukhan, "Pelaksanaan pendidikan karakter peduli sosial di sd negeri kotagede 5 yogyakarta," *J. Pendidik. Guru Sekol. Dasar*, pp. 812–820, 2016.
15. F. Himmah and F. Mulianingsih, "Implementasi Pendidikan Karakter Peduli Sosial di SMP Negeri 1 Karangtengah Demak," *Sosiolum*, vol. 1, no. 2, pp. 158–163, 2019.
16. C. P. Devita, "Pendidikan Karakter Peduli Sosial Melalui Budaya," *J. Pendidik. Guru Sekol. Dasar*, pp. 322–333, 2018.
17. Sugiyono, *Metode Penelitian Pariwisata*, 1st ed. Bandung: Alfabeta, 2020.
18. F. Lase, *Model Pembelajaran Pendidikan Karakter Cerdas*. Makassar: Nas Media Pustaka, 2022.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

