

TEACHING THE MEANING OF SHARING TO THE STUDENTS OF MIFTAHUL JANNAH ORPHANAGE IN THE HOLY MONTH OF RAMADAN TO ACHIEVE BLESSINGS AND REWARDS

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Abstract

This study aims to explore and understand the method of teaching the meaning of sharing to students at the Miftahul Jannah Orphanage during the month of Ramadan. The study used a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation of sharing activities carried out by students and caregivers. The results of the study showed that the direct experience approach through sharing practice activities was more effective in fostering empathy, sincerity, and social sensitivity. However, there are still obstacles in understanding the meaning of sharing and limited resources. With religious guidance and role models from caregivers, sharing activities can shape the social and spiritual character of students. This study concludes that teaching sharing that is carried out directly, supported by religious practice and guidance, is effective in shaping the social and spiritual character of students, so that this model can be used as a reference for developing similar programs.

Keywords: *Character Education, Meaning of Sharing, Ramadan, Santri, Orphanage, Direct Experience*

INTRODUCTION

The month of Ramadan is a month full of blessings for Muslims around the world, where religious practices are increased and social values are emphasized. In this month, Allah SWT gives the gift of manifold rewards, so that there are many opportunities to get blessings through zakat, alms, and other social charities (Ma'arif, 2022). Ramadan is an important momentum to instill the values of sincerity, empathy, and concern for others, especially for children who are still in the process of forming their social character (Harahap & Siregar, 2023). Miftahul Jannah Orphanage as a social institution that accommodates orphans and the poor has a great responsibility in shaping the character and morality of its students. In addition to academic and religious aspects, this orphanage must be able to instill social values so that they become pious and caring individuals. Instilling the value of sharing during Ramadan is an effective strategy to foster a sense of empathy and a willingness to do quality good deeds (Riyadi, 2022).

However, so far the process of teaching the meaning of sharing to students is still often carried out symbolically and partially. In fact, the true meaning of sharing is not limited to providing material, but also includes sincerity of heart and sincerity in loving others. Aisyah (2022) emphasized that understanding the deep meaning of sharing will motivate students to carry out these deeds sincerely and wholeheartedly, not just fulfilling formal obligations. In addition, the month of Ramadan provides a conducive and supportive atmosphere for teaching the habit of giving alms and giving charity regularly. Giving alms is a form of worship that has great virtue in Islam and is considered a form of paying zakat of the heart, which can cleanse the soul from stinginess and arrogance (Khan et al., 2023). Therefore, sharing activities during Ramadan need to be supported by teaching methods that can deepen students' understanding and direct experience of their meaning and benefits. In addition to internal factors, external obstacles that are often faced are the lack of in-depth understanding of the meaning of sharing, as well as limited resources and facilities available in orphanages. Many students only get a simple picture of sharing without realizing that this worship is a form of submission and gratitude to Allah (Yuliana & Purwanto, 2024). Limited funds and facilities for social activities are also obstacles in optimizing the practice of sharing in the orphanage environment. Character development and education strategies are needed to

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strengthen the process of teaching the meaning of sharing. An approach based on direct experience, such as the practice of sharing and educating directly, has proven to be more effective in building a sense of sincerity and empathy than mere lectures (Setiawan, 2023). Through real experience, students can directly feel the blessings and virtues of Allah SWT, so that the love for sharing continues to grow and be sustainable.

In addition to spiritual and moral aspects, sharing activities during Ramadan can also foster a sense of solidarity and social sensitivity in children. They learn that sharing is not only an obligation, but also an obligation that brings goodness to oneself and others. According to Hartono and Suyono (2023), direct experience in social activities can shape positive character and foster a deep empathy for fellow human beings. Furthermore, the success of teaching the meaning of sharing in building social and spiritual character is expected to be able to create a generation that is not selfish and cares about the surrounding environment. Children who are taught to share routinely and sincerely will become individuals who can spread blessings and positive values in society (Putra & Dewi, 2024). Therefore, instilling the value of sharing must be carried out consistently and continuously in order to foster a culture of sharing that is inherent in their lives. Finally, this study aims to explore effective teaching methods for the meaning of sharing during Ramadan at the Miftah Orphanage



Figure 1

LITERATURE REVIEW

The Meaning of Sharing in an Islamic Perspective

In the Qur'an and hadith, sharing has an important position in Muslim life. Amir (2021) stated that sharing is not limited to giving material things, but also instilling an attitude of sincerity, compassion, and empathy. QS. Al-Baqarah verse 177 emphasizes that a person's faith can be seen from their nature and social behavior, including giving to others. Likewise, the hadith of the Prophet Muhammad SAW states that alms can cleanse the heart and bring the doer closer to Allah (Khan & Fiqih, 2023). In general, research shows that the meaning of sharing in Islam is a form of worship that involves spiritual and social aspects simultaneously.

Character Education Through Sharing Values

Various studies confirm that character education based on religious values can shape children's personalities to be caring and responsible. According to Santoso (2020), the learning process based on direct experience—such as sharing practices—is more effective than lectures, because it can foster empathy and sincerity through real experiences. In addition, the theory of character education by Setiawan (2023) states that practical experience plays a major role in instilling social values so that these characters become part of the child.

Ramadan as a Momentum for Learning Social Values

Ramadan is a special time to intensively instill social and religious values. Kurniawati (2019) stated that social activities during Ramadan, such as zakat and sedekah, not only increase faith but also spread the values of solidarity and social justice. Other studies show that the atmosphere of Ramadan psychologically increases empathy and the desire to share (Yuliana & Purwanto, 2024). Therefore, Ramadan is very effective as a time to introduce and foster a culture of sharing among children and students.

Obstacles in Teaching the Meaning of Sharing

Despite the many benefits of sharing activities, their practice in the field still faces various obstacles. According to Yuliana & Purwanto (2024), the main obstacles include a lack of in-depth understanding of the meaning of sharing and limited resources (funds, facilities). Many students only see this activity as a formal obligation without understanding its true essence and virtue (Hartono & Suyono, 2023). The need for innovative teaching methods and direct experience is urgent so that the meaning of sharing truly sticks in the hearts of students.

Effective Strategies in Sharing Education

Various studies suggest that the experiential learning approach—learning through real experiences—is more effective in shaping social character. According to Setiawan (2023), direct practical activities such as distributing zakat and alms can foster a sense of sincerity and empathy. In addition, discussion and lecture methods combined with field practice will strengthen students' understanding of the meaning of sharing and its virtues (Hartono & Suyono, 2023). This approach is expected to increase the success of teaching the value of sharing during Ramadan.

METHOD

This study uses a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation of students and caregivers at the Miftahul Jannah Orphanage during the month of Ramadan in 2025. Data analysis was carried out descriptively and narratively.

RESULT AND DISCUSSION

The Process of Teaching the Meaning of Sharing

The results of observations and interviews show that the caregivers at the Miftahul Jannah Orphanage prioritize a direct experience approach in teaching the meaning of sharing to students. They hold direct sharing activities, such as the distribution of zakat fitrah, alms, and other charitable activities carried out together. These activities are carried out

routinely during the month of Ramadan and are carried out with direct guidance from the orphanage administrators. Students are actively involved in the process, from preparation, implementation, to recording the activity process.

Students' Understanding of the Meaning of Sharing

The interview results showed that most students understand that sharing is a form of worship and charity that brings blessings from Allah. However, the level of deep understanding of sincerity and the true social meaning still varies. Some students consider sharing to be merely an obligation, while others begin to understand that the true meaning of sharing is sincerity and compassion without expecting anything in return.

Psychosocial and Spiritual Impacts

Students who are actively involved in sharing activities show an increase in social sensitivity and faith. They feel happy and receive blessings when they see people who receive their help feel helped and happy. This activity also increases their empathy and sincerity in worship. Many students admit that sharing activities during Ramadan provide direct experience of universal Islamic values.

Obstacles Faced

The main obstacles found were limited funds and supporting facilities for sharing activities. In addition, the lack of deep understanding of the meaning of sharing and the virtues of this activity became the main obstacle in strengthening the intentions and sincerity of the students. Some students were less interested because they did not fully understand the virtues and spiritual benefits of sharing.

Solution and Resolution Efforts

The caretakers and teachers at the orphanage have implemented a number of strategies to overcome these obstacles, including holding regular religious guidance, providing motivation, and introducing stories of prophets and companions that demonstrate the virtue of sharing. In addition, they also invite students to share in simple ways such as helping fellow friends and neighbors around the orphanage. Based on the research results, the process of teaching the meaning of sharing through direct activities and real experiences can increase the understanding and empathy of students. This approach is in line with the theory of Educational Psychology and experiential learning which emphasizes the importance of practical experience in building character (Setiawan, 2023). Direct experience when carrying out sharing activities can also foster a sense of sincerity which is the main point in the value of sharing in Islam. Although the students' understanding has begun to develop, there is still an imbalance between theoretical and practical knowledge. This shows that strengthening these values needs to be carried out continuously and systematically, especially by involving families and the surrounding community so that the process of instilling the meaning of sharing becomes holistic and sustainable. Limited funding and facility constraints are real challenges, but this can be overcome by strengthening the internal motivation system and role models from caregivers.

According to Yuliana and Purwanto (2024), an experience-based and exemplary approach can increase students' motivation and awareness of the meaning of sharing, so that they do not only do it because they are obliged to, but because they feel they are getting blessings and rewards from Allah. In addition, the development of interesting educational materials, such as Islamic stories and stories of friends, can deepen students' understanding of the true meaning of sharing. Contextual and experience-based learning can also increase their motivation to continue doing good in the month of Ramadan and beyond. Overall, the results of the study indicate that direct teaching of sharing, supported by practical activities and religious guidance, is effective in shaping the social and spiritual character of students.

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Figure 1

CONCLUSION

Based on the results of the research and discussion, it can be concluded that teaching the meaning of sharing to students at the Miftahul Jannah Orphanage during the month of Ramadan has a positive impact on shaping their social and spiritual character. The teaching process carried out through direct activities, such as the practice of sharing zakat, alms, and other charitable activities, has proven effective in fostering empathy, sincerity, and social sensitivity. This activity is supported by religious guidance and role models from caregivers, so that it can strengthen the understanding and intentions of students in carrying out good deeds. Although there are obstacles in the form of limited funds and facilities, efforts to solve problems by increasing internal motivation and providing relevant educational materials are able to overcome these obstacles. The sharing teaching model carried out at the Miftahul Jannah Orphanage can be used as a reference for developing similar programs in other educational or social institutions, with adjustments that are in accordance with the context and characteristics of each.

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