

Enhancing ITNY students' comprehension of philanthropy through project-based learning

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ABSTRACT

This study explores the effectiveness of Project-Based Learning (PBL) as a pedagogical approach to enhancing students' understanding of philanthropy at the Institute of Technology National Yogyakarta (ITNY). The research aims to assess how PBL can deepen students' knowledge and practical engagement with philanthropic activities, fostering a more profound appreciation and awareness of social responsibility. Through the integration of real-world projects, students were given opportunities to collaborate, plan, and execute philanthropic initiatives, allowing them to experience firsthand the impact of their contributions. Society 5.0 comes with an orientation to address various social issues, including economic challenges. With the increasing number of students, there is a significant opportunity to respond to Society 5.0 by enhancing students' understanding of philanthropy. Therefore, the aim of this research is to demonstrate that a project-based learning approach is an effective method for deepening students' understanding of philanthropy at ITNY. The methodology involves case studies with data collection through interviews, observations, and documentation, while supporting data is gathered from literature. The results indicate that the term philanthropy is not yet familiar among ITNY students; conversely, they are more acquainted with zakat, infaq, sedekah, and wakaf (ZISWAF), as these have become part of their behavioral beliefs. Through project-based learning implemented in Islamic education courses, students not only become familiar with philanthropy but also gain a deeper understanding. Ultimately, students are able to synergize their technical skills with their beliefs in engaging in philanthropy, as evidenced by the products they create.

1. INTRODUCTION

The technological advancements of Society 5.0 have had a significant impact on education. According to Rhenald Kasali, Islamic education must support mindset changes, be able to encourage self-development, and focus on change and creativity (Afwan Yazid, 2021). Therefore, Islamic education needs to adapt (Hasanah et al., 2023), develop innovative learning methods, foster critical thinking (Musyafak & Subhi, 2023), and cultivate a sense of curiosity (Wiggin et al., 2019). The key point is that Islamic education must function as a moral guide (Mas'ula & Hakim, 2023) amidst technological advancements and societal progress that increasingly show disparities, including in economics and well-being (Ningsih, 2024). The existence of Society 5.0 is expected to be a way to provide opportunities to address and overcome various societal issues, including the economy (Hitachi-UTokyo Laboratory, 2020). This is where the role of Islamic

religious education emerges: to foster philanthropic awareness among students in order to bridge existing gaps, with empathy as the keyword (Gusti et al., 2024).

According to a report from the LLDIKTI website, the statistical data on the number of students for the year 2022 is 9.32 million (*Buku Statistik Pendidikan Tinggi 2022*, 2022). This figure illustrates a tremendous opportunity to produce religious agents of change (Syaiful, 2023), including in terms of philanthropy (Nasution & Nasution, 2023). Therefore, the purpose of this study is to demonstrate that project-based learning is not only a pedagogical strategy but also a powerful method to introduce and enhance philanthropy among students, focusing on personal and social development.

Research by Huda and Ekaputra (2023) indicates that project-based learning can enhance students' motivation in Islamic education courses. Similarly, Umaternate (2023) states that project-based learning significantly influences students' learning outcomes. Nabiilah and Yulianingsih (2024) reveal that project-based learning can improve students' skills and social interactions. Regarding philanthropy, Indriana et al., (2024) express that the implementation of philanthropy among students increases their attention to social issues. Furthermore, Hazami and Azca (2024) note that philanthropy in Indonesia is not singular and illustrates a constellation between religion and neoliberal teachings. Among the various studies conducted, one question remains unanswered: how to teach philanthropy to students. Through this research, the authors highlight the importance of integrating project-based learning into philanthropic education as a means to foster academic excellence and social responsibility. Ultimately, this study will reveal how the application of project-based learning in Islamic education courses can enhance the understanding and engagement of ITNY students in philanthropic activities.

The expected contributions of this research are multifaceted, focusing on the transformative potential of project-based learning in educational settings. Through the implementation of project-based learning, students are anticipated to significantly enhance their critical thinking skills, which are essential for navigating the complexities of modern society, particularly in the context of Islamic economics. This approach encourages students to move beyond rote memorization and passive learning, fostering an environment where they actively engage with content and apply their knowledge to real-world scenarios. Additionally, this approach serves as a response for Islamic education to engage with Society 5.0, which is oriented towards addressing various social issues, including economic challenges (Chourasia et al., 2022; Mourtzis et al., 2022).

2. METHODS

This study employs a qualitative method with a case study approach, selecting specific cases to describe a study that involves choosing examples or specific events that can be used to illustrate particular concepts, theories, or phenomena. The research is conducted at the National Institute of

Technology Yogyakarta, focusing on students as subjects. The object of this study is the implementation of project-based learning in the Islamic education course.

Data is obtained in two types: First, primary data is collected through flexible observations with research subjects serving as key informants, supported by documentation. Additionally, interviews are conducted using unstructured formats to allow for more flexible questions and answers, enabling subjects to provide more varied information. Furthermore, to complement the data, online questionnaires are distributed via Google Forms. Second, the primary data is supported by secondary data obtained from books, journals, magazines, newspapers, and other sources, both online and physical.

Table 1. Summary of methodology

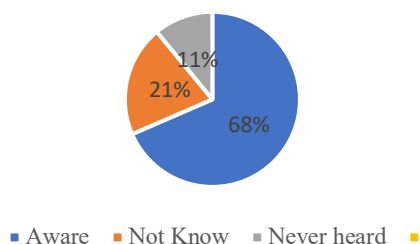
Methodology Component		Description
Research Approach		Qualitative case study
sampling		Random sampling
Participants		73 ITNY Students
Data collection:	Primary data	Observation
		unstructured interviews
	Documentation	
	Secondary data	literature sources
Data analysis		Recapitulate research data
		Synthesize data with codes
		Conceptualization of data with the same code
		Data segmentation
		Data segment analysis
		Writing research results

3. RESULTS AND DISCUSSION

3.1 Philanthropy Insight

A number of pieces of data were obtained from students regarding their understanding of philanthropy. The results show that the majority of students have a fairly good understanding of the concept of philanthropy. They are aware of the importance of helping others and contributing to building a better society. However, there is still a small portion of students who have not fully grasped this concept and need further explanation. Based on the data collected, the knowledge and understanding of philanthropy among the 73 students can be seen in Graph 1:

Composition of Respondents: 73 Students



Graph 1. Composition of Respondent

From the graph above, it can be seen that 50 (68%) students are aware of philanthropy, while 10 (14%) claim they do not know about it, 8 (11%) say they have limited knowledge, and 5 (7%) have never heard of philanthropy. During the interviews, some students who are familiar with philanthropy responded that it is understood as an act of giving contributions, whether in the form of time, money, or other resources, to support the welfare of the community. Other students view philanthropy as an act of sharing with others, which they simply translate as a form of generosity. Furthermore, there are also students who understand it as a form of sharing their personal finances with others.

During the interview process, several non-Muslim students also participated, although the majority of them admitted that they do not or have not yet understood the concept of philanthropy. However, there were a few informants who had knowledge about philanthropy. One non-Muslim informant with knowledge of philanthropy stated that it is “an act of someone who loves other living beings.” According to him, philanthropy is one way of expressing love for others through empathy and concern. Another informant mentioned that philanthropy can take various forms: “Generosity can be in the form of material contributions, time, effort, and funds.” He explained that philanthropy involves activities carried out as a form of generosity manifested through time, effort, and material or financial resources.

The various pieces of information obtained from students indicate that they have a basic understanding of philanthropy. However, there is still a need for a deeper and more comprehensive understanding of the concept of philanthropy. Philanthropy is not only about giving donations or assistance to those in need but also involves a deep understanding of social issues, concern for community well-being, and efforts to create positive change in society. Therefore, it is important for students to continue learning and developing their understanding of philanthropy to actively contribute to building a better society. Meanwhile, students who are unaware of or have never heard the term philanthropy may be due to various factors, such as a lack of knowledge about the term or not having learned about it before.

3.2 Drive to engage in philanthropy

The research found that the motivation or support for most students' involvement in philanthropy stems from intrinsic motivation, with the most common factors being religious beliefs and a genuine desire to help others. Additionally, some students are driven by a motivation to develop their own abilities. Meanwhile, a small number of students admit to receiving external encouragement from parents, lecturers, or institutions.

Furthermore, this motivation is then influenced by their level of understanding of philanthropy. Based on the collected data, students who have a good understanding of the concept of philanthropy acknowledge that they are involved in various activities related to philanthropy. Conversely, if students claim to have never heard of philanthropy or do not know about it, they tend to indicate that they have not been involved in any philanthropic activities. However, when these same students were asked about their participation in charitable events, such as fundraising initiatives or community service projects, many of them claimed to have taken part in these activities, even though they had previously claimed to be unaware of philanthropy.

This suggests that understanding philanthropy is not just an academic concept but is an important factor shaping students' motivation and perceptions of their own actions. Ultimately, the depth of students' understanding of philanthropy plays a crucial role in influencing their motivation to engage in philanthropic activities.

3.3 Project based learning on ITNY

As an engineering-focused campus, ITNY has implemented a policy that mandates the teaching of general courses, including Islamic education, through project-based learning. In the context of ITNY, the Islamic Education course is taught in the first or second semester. This provides students with the opportunity to integrate their learning about philanthropy within the framework of their religious education and their future major. Project-based learning incorporates philanthropy-related materials into the curriculum as part of the CMPK for the Islamic Education course, providing theoretical instruction before the mid-semester exam for 2 credit hours. Students learn the fundamentals of Islamic philanthropy, such as zakat, sadaqah, waqf, and infaq (ZISWAF), through theoretical learning

Furthermore, students receive projects focused on the implementation of philanthropy after the mid-semester exam or upon entering the 9th meeting and beyond. Students are organized into groups and given project-based assignments, where they are required to directly engage in philanthropic activities. These project assignments are also conducted in collaboration with other general courses taught in the same semester, such as Pancasila, Citizenship, and Indonesian Language. This collaboration broadens the scope of participation, as it includes not only Muslim students but also non-Muslim students.

These activities involve field observations with outputs in the form of problem proposals or direct participation with outputs such as field activity reports, video documentation, PowerPoint presentations, articles, and product results. These outputs will be presented in class during the 14th and 15th meetings. Various results were obtained, including promotional advertisements for community businesses, engineering works such as corn shellers, and automatic classroom locks. These outcomes not only demonstrate the practical impact of the activities but also highlight the innovative solutions that can emerge from collaborative efforts in the field.

The results of this study provide a comprehensive and nuanced understanding of students' awareness and involvement with the concept of philanthropy within the framework of Islam. Indriana highlight that philanthropy plays a crucial role in enhancing community awareness, indicating that an understanding of charitable practices can foster a sense of community and responsibility among individual (Indriana et al., 2024). However, this study's data collection reveals concerning trends. A significant number of students demonstrate a basic understanding of various charitable practices and the concept of social responsibility, both of which are fundamental components of Islamic doctrine, while a portion of students remain unfamiliar with the specific term "philanthropy."

This lack of familiarity with the term "philanthropy" presents a considerable challenge. A deeper understanding of philanthropy is essential to motivating students to actively engage in charitable activities and initiatives. point out, without a clear understanding of what philanthropy entails, students may lack the motivation or framework necessary to participate in philanthropic activities. This knowledge gap not only limits their engagement but also raises broader concerns about their overall involvement in charitable activities aligned with Islamic values (Akmila et al., 2022).

Furthermore, students' inadequate understanding of the concept of philanthropy can have far-reaching implications for promoting sustainable development, particularly within the context of the Society 5.0 paradigm. As Mourtzis, suggest, the Society 5.0 framework emphasizes the integration of advanced technology with social needs, aiming to create a more sustainable and inclusive society (Mourtzis et al., 2022).

In the discussion of motivation, the perspective of behavior and beliefs is appropriate for describing the motivation behind ITNY students' involvement in philanthropy. Research shows that the involvement of ITNY students in philanthropic activities is primarily driven by internal motivation. This internal motivation may stem from personal beliefs, cultural values, or religious teachings that emphasize the importance of helping others and contributing to the welfare of the community (Rismayanti et al., 2023). Motivation derived from beliefs, in the context of the Theory of Planned Behavior (TPB), is related to beliefs known as behavior beliefs (Ajzen, 1991). Behavior beliefs are defined as the beliefs held by individuals that will encourage certain behaviors (Akmila et al., 2022).

From the research data, it is clear that there is a need for educational initiatives aimed at enhancing students' understanding of philanthropy in the context of Islam (Arrazaq, 2023). Engaging in philanthropic activities motivated solely by beliefs is not sufficient; it is important to have a comprehensive understanding. This understanding should encompass not only the obligations and teachings of religion related to charity and giving but also the broader social, economic, and ethical implications of philanthropy in a contemporary context. A promising method to facilitate this understanding is the implementation of project-based Islamic education. This approach encourages students to engage in hands-on learning experiences that connect theoretical knowledge with real-world applications (As'ari et al., 2023). By working on projects that address community needs, students can develop a deeper appreciation for the role of philanthropy in Islam and its potential to create positive change. Additionally, project-based learning fosters critical thinking skills as students are challenged to analyze problems, evaluate solutions, and collaborate with group members.

In practice, ITNY, as a campus dedicated to engineering, implements a policy where general courses are taught through project-based learning. This innovative approach revitalizes courses such as Islamic education, allowing them to be delivered through projects and field observations. Furthermore, this policy addresses the often-overlooked Islamic Education course by students, as it falls outside their major. The impact of this policy is that it paves the way for enhancing students' understanding of philanthropy.

As a result, through project-based learning, students actively utilize their technical skills to make meaningful contributions to the local community. One significant project they undertook was the development of an automatic lock and the design of a corn shelling tool. Additionally, through the UKMI (Islamic Student Activity Unit) at ITNY, Muslim students expand their outreach by donating to orphanages.

By integrating practical projects focused on philanthropic activities into the curriculum, educators can provide students with hands-on experiences that not only reinforce their existing motivations but also introduce them to the broader concepts and terminology related to philanthropy (Indriana et al., 2024). Such an educational framework can involve collaborative projects that encourage students to identify community needs, develop solutions, and implement charitable initiatives (Anshari et al., 2023). This experience-based learning approach will not only deepen their understanding of philanthropic principles but also empower them to become active participants in their communities (Nerita et al., 2023). Ultimately, by bridging the gap between their current knowledge and the formal concept of philanthropy, students can be better prepared to engage in meaningful acts of charity that align with their values and Islamic teachings (Hayati & Soemitra, 2022).

Furthermore, philanthropy encompasses not only financial contributions but also fields such as science, engineering, technology, and medicine (Conn et al., 2023) commonly referred to as waqf goods or charity (Linge & Ahmad, 2022). In this regard, students from ITNY (National Institute of

Technology Yogyakarta) have ample opportunities to utilize their engineering skills to develop various innovative products that address social problems. This approach also exemplifies philanthropy by combining technical expertise with a commitment to community empowerment.

4. CONCLUSION

Essentially, ITNY students engage in philanthropy based on their behavior and beliefs, as they are not yet familiar with the term "philanthropy." The Islamic Education course adopts a project-based learning approach to introduce philanthropy. The result is that project-based learning can enhance understanding and awareness of the urgency of Islamic philanthropy for social welfare. Students' heightened comprehension of philanthropy will align with Society 5.0's focus on resolving social issues. As a result, students' philanthropic abilities will extend beyond mere financial contributions, incorporating their diverse skills, interests, and talents as engineering students.

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