

## Implementation of Islamic Education Learning with Social Care Participants Educated

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**ABSTRACT:** Social care, assumes that humans are social creatures who always live together, interact, collaborate, and have other human needs. Therefore, contradictory social acceptance of the problems facing society, to advance the role of science and technology, and also work cooperatively, collaboratively, and find solutions to build a better society. In a state that is able to prepare students in developing their basic potential as individuals and social beings and ready to accept all changes through PAI learning in the future. The process of implementing social Islamic learning can provide learning that causes life problems faced by students and the community. Therefore, the practical education of students depends on the interests and needs of the ummah through learning Islamic education.

**Keywords:** *social care, islamic education learning*

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## **INTRODUCTION**

Education is investment in development source power human, with purpose Upgrade capacity and Skills man through education. Next, education is deliberate effort and organized for educate student for role them in the future through activity mentoring, teaching, or training (Lestari & Ngatini, 2010).

In the National Education System Law No. 20 of 2003, national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, resourceful, and independent, as well as democratic and responsible citizens (Departemen Pendidikan Nasional, 2003).

Based on the National Education System Law, education organized by the government is education that is expected to be able to give birth to a quality generation, namely a generation that not only masters science and technology, but also a generation that has a strong personality, so that they are able to compete, be ethical, have morals, have good manners and be polite. interact with the ideal society.

Religious education is taught to be able to shape a person into a more moral human being. Making someone have the values of religious teachings that can later be used as a way of life. Islamic religious education in schools is at least able to prepare children to become human beings with noble morals who understand their religion in terms of worship, morals, and Islamic values, and so on. The objectives to be achieved, as well as the learning outcomes of Islamic religious education in schools, are in line with national education (Tabroni, 2019).

The purpose of Islamic religious education is to provide an understanding of religion and make students able to apply Islamic values in everyday life. So that religious peace can be found in the life of the nation and state.

The educational process does not take place without reason or purpose. Teaching is a way of directing students through life, especially guiding self-development in accordance with the developmental tasks that students must carry out. The necessities of life, both as humans and as society, are included in these developmental tasks (Tabroni & Dodi, 2022).

## **THEORETICAL REVIEW**

Learning is essentially an effort made to help students grow and develop in accordance with the goals and objectives of education. Learning cannot occur by itself within the framework of the learning process in schools or madrasas, where students learn to interact with their environment, as happens in society (social learning) (Crosby, 1995).

Humans are also social beings who need other people. Not only as a companion in solitude, but also as a collaborator in doing something . Whether it is related to worship through economic, social, cultural, political efforts . This is when human-to-human interactions are formed to help one another. Allah SWT gives rules / instructions so that when we do good it does not conflict with religious and cultural norms, as well as social norms (Winfred F.Hill, 2012).

Social care is a feeling that a person has, especially the desire to help others in some way, either in the form of material or energy. The goal is that the person

's burden Becomes more light and easy. Greet each other and extend a hand if someone is having trouble at school. This is done to instill the value of social care in students. However because lack of concern social, some student still reject for help friends who are experience difficulty (Hill, 1990) (Isbandi Rukimto Adi, 1994).

## **METHODOLOGY**

Research using qualitative methods. The sample is the resource person who best understands the data sought or snowballing. Data collection techniques using observation, interviews, and documentation. Data analysis by triangulation (Creswell & Guetterman, 2020).

## **RESULTS AND DISCUSSION**

### *Islamic Religious Education*

In Government Regulation No. 55 of 2007 religious education is defined as education that provides knowledge and influences the attitudes, personality, and abilities of students in practicing their religious beliefs, which is carried out at least through subjects/lectures at all paths, levels, and types of education. Article 1 paragraph 1). Meanwhile, a more specific understanding of Islamic Religious Education according to Muhaimin is as a conscious effort, namely an activity of guidance, teaching and or training carried out in a planned and conscious way, the belief, understanding, appreciation, and practice of students' religious teachings in schools needs to be improved (Muhaimin, 2002).

The Qur'an, which is universally available for study and criticism, is at the heart of Islamic education. Any attempt to research and present thoughts on the concept of Islamic education is a good thing, This is because the religion of Islam was revealed (Tabroni & Budiarti, 2021), (Tabroni & Purnamasari, 2022).

When we talk about the goals of Islamic education, we talk about the ideals of Islam. This implies that the purpose of Islamic education is none other than the goal of realizing Islamic ideals. Meanwhile, Islamic principles require the importance of human behavior based on or inspired by faith and piety to Allah as a source of absolute authority that must be respected. There are at least three types of ideal dimensions of Islam in this regard: (a) values aspired to improve the welfare of human life on earth. (b) includes principles that motivate people to strive for a better life. (c) Contains values that can combine the interests of the life of the world and the hereafter (Arifin, 2005).

The purpose of religious education as stated in PP. 55 of 2007 Religious and religious education seeks to improve the ability of students to understand, appreciate, and practice religious principles in harmony with the mastery of science, technology, and art. (Article 2 paragraph 2). In general, as stated in the objectives of Islamic religious education, there are many elements that can be targeted for Islamic religious education learning activities. That is:

1. Dimensions of students' faith in the teachings of Islam.
2. Dimensions of understanding or intellectual reasoning and students' knowledge of Islamic teachings

3. Dimensions of appreciation or inner experience felt by students in carrying out Islamic teachings.
4. The dimension of practice, in the sense of how the teachings of Islam that have been believed, understood and internalized by students are able to foster motivation in themselves to practice religious teachings and their valuable values in their personal lives and make them happen in the life of society, nation and state (Muhaimin, 2002).

Human relations with Allah SWT, human relations with fellow humans, and the third relationship between humans and themselves, as well as human interactions with other creatures and their environment, are all included in Islamic Religious Education. Because the content contained in it is a complementary combination, the scope of Islamic Religious Education is also identical with the Aspects of Islamic Teachings (Tabroni & Juliani, 2022).

#### *Social Concern*

Human awareness as social beings who cannot live alone is realized through social care. Humans depend on other people to fulfill their desires, so that there is interdependence between individuals (Yaumi, 2014). Social care is a mindset and behavior that is always willing to help other people and communities in need (Listyarti, 2012)

Humans as social beings will naturally feel the suffering and problems of others, thus creating a desire to help and support those in need. In Indonesian character education, the basic values of social care can be reduced to derived values, such as love, care, policy, courtesy, commitment, compassion, mutual cooperation, courtesy, respect, democracy, and so on (Adeyasa et al., 2021).

Humans as social beings will naturally feel the suffering and problems of others, thus creating a desire to help and support those in need. In Indonesian character education, the basic values of social care can be reduced to derived values, such as love, care, wisdom, courtesy, commitment, compassion, mutual cooperation, courtesy, respect, democracy, wisdom, discipline, empathy, equality, forgiving, friendship, modesty, generosity, gentleness, good at gratitude, good at gratitude, helpful, respectful, hospitality, humanity, humility, loyalty, moderation, meekness, obedience, togetherness, tolerance and compassion humor (Samani & Hariyanto, 2013).

Based on the information above, it can be concluded that social care is an attitude that always wants to help others who need it and is based on a sense of awareness.

#### *Efforts to Increase Social Awareness*

##### 1. Home Learning

Family is the smallest social environment experienced by a human being. Environment this family will be the first teach Humans how to interact. The family is the environment, the closest non-formal education facility to the child. Children learn to understand the social environment in their family (Wibowo, 2012). The role of the family, especially the upbringing of parents for their children, will greatly affect their children. Because those kids will usually imitate every behavior of his master. Therefore, parents must be role models for their children, so that later they become good children.

Important things to teach others. Children's feelings of sympathy for adults (parents), for example, will manifest when children feel sorry for having been well taken care of. A child's love and affection for parents and other family members grows as a result of this sympathy, and social care emerges.

## 2. Learning in the Environment

There are many community organizations to join in order to raise social awareness. Among them are youth organizations whose members consist of young people in general. Because we live in a world where we live in groups, learning to organize is very important. The number of types of human characteristics in a group will vary greatly. Therefore, we will understand how to live in a group. The following are some examples of how social care is fading:

- a. Being a spectator when a disaster occurs, not helping.
- b. Indifference to neighbors.
- c. Not participating in community activities
- d. Learning in School

OSIS, PMR scouts, and other organizations provide learning platforms for students to develop their sense of caring among classmates and the wider community (Alma, 2010). Helping each other, greeting each other, and mutual respect among school members are examples of caring in the classroom. This behavior must be shown by all school members who are involved in it, not only students with students or teachers with teachers.

## CONCLUSIONS AND RECOMMENDATIONS

The Qur'an, which is freely read by all, is at the heart of Islamic education. Any attempt to research and present thoughts on the concept of Islamic education is a good thing. This is because Islam is a revealed faith.

There are three types of ideal dimensions in Islam: (a) values that seek to improve the welfare of human life on earth; (b) includes principles that motivate people to strive for a better life. (c) Consists of values that can bring together the interests of the world and the hereafter. Efforts to increase social awareness are: learning at home, learning environment and learning at school.

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