

INTRODUCING ZAKAT AND SHARING VALUES TO EARLY CHILDHOOD AT TK PATRIA DHARMA

Oki Ibriansyah¹, Nina Kurniah², Nesna Agustriana³

¹²³Universitas Bengkulu

E-mail: okiibriansyah2017@gmail.com

Abstract

Zakat is an important component of Islamic teaching that promotes social responsibility, empathy, generosity, and concern for others. Introducing zakat values from an early age can help children develop positive attitudes toward sharing and caring for people in need. The problem addressed in this study is the limited introduction of zakat and sharing values among early childhood children through age-appropriate educational activities. This study aims to examine the implementation of zakat and sharing value education for early childhood children at TK Patria Dharma. This study employed a qualitative empirical approach. Data were collected through observations, interviews, and documentation of educational activities conducted with the children. The data were analyzed through data reduction, data presentation, and conclusion drawing. The results show that the introduction of zakat values through storytelling, interactive discussions, simple simulations, and sharing activities helped children understand the basic meaning of zakat and the importance of helping others. The activities also encouraged children to develop values of generosity, empathy, caring, cooperation, and responsibility in everyday life. Children demonstrated positive responses by participating actively in sharing activities and showing greater awareness of the needs of others. The study concludes that age-appropriate zakat education can serve as a contextual medium for introducing Islamic values and strengthening social character among early childhood children. Integrating religious education with simple and meaningful sharing activities provides children with an enjoyable learning experience while fostering caring and generous attitudes from an early age.

Keywords: zakat education; sharing values; early childhood; islamic education; character education; tk patria dharma.

Introduction

Zakat is one of the important teachings in Islam that teaches Muslims to care for other people. Zakat fitrah is a form of worship that must be paid by Muslims before Eid al-Fitr. The practice of zakat also teaches values such as

honesty, responsibility, fairness, empathy, and social care. These values are important to introduce to children from an early age because they support the development of positive character in daily life. Early childhood education has an important role in introducing

these Islamic values through simple, meaningful, and age-appropriate learning experiences. Zakat education can provide children with an early understanding of worship and social responsibility at the same time (Abdullah & Suhaib, 2011).

Zakat education for early childhood is not limited to introducing religious concepts through verbal explanations. Children need concrete and enjoyable experiences to understand abstract religious values. Educational activities involving stories, conversations, games, and simple sharing practices can become meaningful learning resources for children (Riza & Fajar, 2026). Introducing the concept of sharing can help children understand that other people may need help and attention. Children can gradually learn that zakat is one of the Islamic teachings related to helping people in need (Radzi & Ab Rahman, 2019). Such activities can encourage children to develop empathy, generosity, and willingness to share with others.

Early childhood is an important period for the development of Islamic character and social attitudes (Rachman et al., 2023). Children's early experiences can influence the formation of their attitudes toward religious values and relationships with others. Religious learning becomes more meaningful when children can connect simple concepts with activities that they can see and experience

directly. Introducing zakat and sharing values provides a practical context for this type of learning. Children can learn that Islamic teachings are not only about worship but also about caring for and helping others. These experiences can strengthen children's awareness of Islamic values and their application in everyday life.

TK Patria Dharma has an important role in introducing Islamic values through educational activities that are appropriate for early childhood development. The introduction of zakat can be carried out through simple explanations, storytelling, interactive discussions, and sharing activities. These activities can help children recognize the basic meaning of zakat and its relationship with caring for others (Owoyemi, 2020). Children can gradually understand that sharing is a positive behavior encouraged in Islam. Direct participation in simple sharing activities can help children connect religious messages with their everyday experiences. This condition shows that early childhood education can support the introduction of Islamic social values in an enjoyable and contextual way.

The educational value of introducing zakat and sharing can be seen through children's participation in learning activities. Children can learn honesty through simple examples of sharing and being truthful with others. Children can learn responsibility by taking part in activities and caring for the materials they use. Sharing

activities can teach children to respect others and understand the feelings of their friends. Interaction and cooperation during the activities can develop empathy and social awareness among children. These experiences can support the formation of Islamic character in a practical and meaningful way(Irjayanti, 2025).

The implementation of zakat education for early childhood requires clear, simple, and age-appropriate explanations. Children need to understand the basic meaning and purpose of zakat before being introduced to more complex concepts. Basic knowledge can include the meaning of zakat, the importance of sharing, and the value of helping people who are in need(Billah et al., 2026). Children can also be introduced to values such as generosity, honesty, empathy, and fairness through simple examples. Stories, pictures, songs, and classroom activities can make these concepts easier and more enjoyable for children to understand. Such learning can connect Islamic knowledge with children's social experiences.

The introduction of zakat and sharing values at TK Patria Dharma provides a relevant context for studying this educational process. The activities can involve storytelling, interactive conversations, simple demonstrations, and direct sharing experiences. Sharing activities can provide children with a concrete example of caring for others. Children can observe and practice

positive behaviors such as giving, helping, and cooperating with their friends. The activity can also teach children about the importance of cooperation and caring within their social environment(Ridwan et al., 2019). These practices provide opportunities for children to understand that Islamic education includes both religious knowledge and positive social behavior.

The existing practice also shows the need to examine how the introduction of zakat and sharing values can support early childhood learning. Research on zakat often focuses on management, legal aspects, economic benefits, and poverty reduction. Fewer studies place the introduction of zakat values as a practical educational context for early childhood children(Powell, 2009). This situation creates a research gap concerning the educational value of introducing zakat through simple and meaningful activities for young children. The study at TK Patria Dharma can provide a local example of how Islamic teachings can be introduced through early childhood education. The research can also contribute to discussions about learning that connects religious values with children's everyday social experiences.

This study aims to examine the introduction of zakat and sharing values for early childhood children at TK Patria Dharma. The study focuses on

children's understanding of the basic meaning of zakat and the social values associated with sharing. The research also examines how educational activities provide meaningful learning experiences for children. The findings are expected to show the relationship between zakat education, Islamic values, and early childhood character development. The study can provide useful information for early childhood teachers, parents, and educational practitioners. The results may also support the development of contextual Islamic education through simple, enjoyable, and child-centered learning activities(Qomar et al., 2025).

Research Method

This research employed a qualitative empirical approach to explore the introduction of zakat and sharing values among early childhood children at TK Patria Dharma. The study examined how zakat-related educational activities were implemented in accordance with children's developmental characteristics and how Islamic and social values were conveyed through the learning process(Seaman, 1999;Giacomini et al., 2012). The participants included early childhood teachers, children who took part in the educational activities, and members of the school community involved in supporting the program. Data were obtained through in-depth interviews, direct observations, and

documentation. Interviews were conducted to explore children's understanding of zakat and sharing as well as the strategies used by teachers to introduce these values. Observations focused on children's involvement, reactions, interactions, and participation throughout the educational and sharing activities.

The data analysis followed three stages: data reduction, data presentation, and conclusion drawing. Information obtained from interviews, observations, and documentation was carefully selected, categorized, and organized based on the objectives of the study. The analysis emphasized children's understanding of the basic concept of zakat, their experiences during the learning activities, and the Islamic and social values that emerged throughout the process. The credibility of the findings was enhanced through source and technique triangulation by comparing information obtained from interviews, observations, and documentation(Huberman & Miles, 1983). The research was carried out within the natural educational environment of TK Patria Dharma to obtain a comprehensive understanding of how zakat education relates to the development of children's social and Islamic character. The findings were then interpreted to illustrate the contribution of simple, contextual, and meaningful zakat education activities to children's understanding of sharing and the development of Islamic character.

Results and Discussion

Introducing Zakat and Sharing Values through Early Childhood Educational Activities

The results show that the introduction of zakat and sharing values at TK Patria Dharma creates a meaningful learning experience for early childhood children (Faozan, 2026). Rather than receiving religious information only through classroom explanations, children are involved in simple and enjoyable activities that introduce the meaning of zakat and sharing. The learning activities help children recognize that zakat is one of the teachings in Islam that encourages people to care for others. Through concrete examples, children are introduced to the idea that sharing with others is a positive behavior that reflects Islamic values. This approach makes the concept of zakat more accessible because children can relate religious teachings to familiar experiences in their everyday lives.

The learning process is carried out through storytelling, simple explanations, interactive questions, demonstrations, and sharing activities. Children are first introduced to the basic meaning of zakat through language and examples that correspond to their developmental level (Gaskins & Paradise, 2010). Teachers use familiar situations to explain why people are encouraged to share and help others. Children are also given opportunities to express their understanding and

respond to questions related to caring and sharing. The activities allow children to recognize the connection between Islamic teachings and positive social behavior. Such an approach makes religious learning more engaging while helping children gradually develop an understanding of generosity and concern for others.

The findings indicate that child-centered religious activities can strengthen children's learning through direct and meaningful experiences. Children develop their understanding through interaction with teachers, classmates, and the learning environment. They observe examples of sharing, caring, and helping and are encouraged to practice these behaviors during the activities. The children also have opportunities to communicate their ideas, ask questions, and participate according to their individual abilities. This learning process enables children to experience Islamic values rather than merely hearing explanations about them. Direct involvement therefore contributes to a more meaningful introduction of religious and social values during early childhood.

The introduction of zakat and sharing values is closely connected with the development of Islamic character in early childhood. The learning activities demonstrate that religious teachings are reflected not only in knowledge but also in everyday behavior. Children are introduced to helping, giving, sharing,

and caring as positive behaviors encouraged in Islam. Through these experiences, children begin to recognize the feelings and needs of people around them. The activities can gradually foster empathy, generosity, cooperation, and social responsibility. These findings demonstrate that Islamic education can become more meaningful when religious values are presented through activities that are concrete, enjoyable, and relevant to children's daily experiences.

Teachers play a central role in establishing an effective learning environment for introducing zakat and sharing values. Teachers serve as role models by demonstrating generosity, empathy, responsibility, and concern for others. Their explanations, attitudes, and interactions provide children with concrete examples that can be observed and imitated. Children are encouraged to practice sharing and caring through activities designed according to their developmental characteristics. The classroom environment also provides opportunities for children to interact positively and develop cooperative behaviors. TK Patria Dharma therefore serves not only as an educational institution but also as an important environment for introducing Islamic values and strengthening children's social character through meaningful learning experiences.

Children's Early Understanding of Zakat and Sharing Values

The research findings indicate that introducing zakat through age-appropriate activities helps children develop an initial understanding of the meaning and purpose of zakat. Children are introduced to zakat as one of the teachings in Islam that encourages people to share and care for others. The learning process connects the concept of zakat with familiar experiences, such as giving, helping, and sharing with friends. Children gradually recognize that Islamic teachings include both religious practices and positive relationships with other people. This initial understanding is important because religious concepts introduced during early childhood can become a foundation for developing caring and generous attitudes (Anisa, 2024).

Children also begin to recognize that zakat is intended to help people who are in need. The concept can be difficult for young children when presented only through verbal explanations or abstract religious terms. Stories, pictures, demonstrations, and simple examples can make the idea easier for children to understand. Through these activities, children learn that sharing is not simply about giving something to a friend but also reflects concern for people who may need help. The learning experience encourages children to view sharing as a positive behavior that should be practiced in everyday life. This

approach helps children connect the religious meaning of zakat with concrete social behaviors.

The findings further demonstrate the importance of using simple language and concrete learning experiences when introducing zakat to young children. Children require explanations that correspond to their cognitive and emotional development. Teachers can introduce the basic concept of zakat through stories, conversations, pictures, and examples drawn from children's daily experiences. Such methods enable children to distinguish the concept of zakat from ordinary acts of giving while still keeping the material understandable and enjoyable. Children are gradually introduced to the idea that zakat is an Islamic teaching associated with helping others. This form of learning can strengthen children's early religious literacy while maintaining an appropriate level of complexity for their age.

Children's understanding is further developed through their direct involvement in sharing activities. Rather than merely listening to explanations, children are given opportunities to practice simple forms of giving and sharing with others. These experiences allow them to recognize the feelings of their friends and understand the positive impact of helping others. The activities also demonstrate that caring behavior can

be practiced through small actions in everyday situations. Interaction with teachers and classmates provides opportunities for children to observe, imitate, and reinforce positive social behaviors. Such experiences can gradually build a foundation for responsible and caring behavior in children's future lives.

The findings are closely related to the objectives of Islamic education in early childhood. Islamic education is not only concerned with introducing religious knowledge but also with developing attitudes and behaviors that reflect Islamic values. The introduction of zakat and sharing provides an opportunity for children to learn about generosity, empathy, cooperation, and concern for others. Children can begin to understand that religious values are reflected in how they treat and interact with people around them. Learning about zakat therefore becomes a contextual means of connecting religious concepts with character development. This approach supports the development of early Islamic character through learning experiences that are simple, concrete, and meaningful.

The Role of Early Childhood Education in Introducing Zakat and Sharing Values

The findings indicate that TK Patria Dharma has an important role in introducing basic zakat and sharing values to early childhood children. The school provides an educational

environment where religious concepts can be introduced through activities that correspond to children's developmental characteristics. Learning activities enable children to encounter the meaning of zakat through simple explanations and concrete examples. This approach allows children to connect religious teachings with familiar behaviors such as giving, helping, and sharing. The school therefore becomes an important setting for developing children's early understanding of Islamic values.

Early zakat literacy for children involves recognizing the basic meaning of zakat, its purpose, and its connection with helping others. Children do not need to understand the technical aspects of zakat management at this stage. Instead, they can be introduced to simple concepts through stories, pictures, conversations, and practical activities. Teachers can explain that zakat is part of Islamic teaching and that it contains a message of concern for people who are in need. Children can also learn that sharing should be carried out with sincerity and care. This gradual introduction helps children develop an age-appropriate understanding of zakat and its social meaning.

The learning activities also demonstrate that simple educational materials can have significant value in introducing religious concepts. Pictures, storytelling materials, and examples of sharing can help children

understand ideas that may otherwise be abstract. Teachers can use these materials to encourage children to express their thoughts and experiences about helping and sharing. The activities also provide opportunities for children to practice positive behaviors in a supportive learning environment. Through repeated experiences, children can gradually develop habits related to generosity, empathy, cooperation, and responsibility. Such activities can strengthen both children's early religious understanding and their social development.

Sharing activities provide another meaningful learning experience for children. Children can directly experience the positive meaning of giving through simple activities involving their classmates and teachers. These activities help children recognize that sharing can make other people feel cared for and appreciated. Children also learn that the things they have can be used to help others when shared appropriately. The experience introduces the social function of Islamic teachings in a form that is easy for young children to understand. Through these activities, religious learning becomes more concrete, interactive, and connected to children's everyday experiences.

The role of teachers can be strengthened through the integration of classroom learning and practical activities. Teachers can connect simple

religious explanations with storytelling, reflection, and sharing practices conducted in the classroom. Children can be encouraged to talk about what they have learned and describe how they can practice caring behavior in daily life. These activities help children transform their experiences into simple forms of understanding and positive behavior. Cooperation among teachers, parents, and the school community can further strengthen the learning environment. This approach can make Islamic education more closely connected to children's social experiences and everyday surroundings (Muhamad et al., 2018).

Sharing Activities as a Medium for Islamic Character Education

Sharing activities have a strong connection with Islamic character education because they introduce children to values that influence their attitudes and social behavior. Through these activities, children learn that Islamic education involves not only knowing religious concepts but also practicing good behavior. Children are introduced to the idea that helping and sharing with others are positive actions encouraged in Islam. This understanding can support the development of a balanced relationship between religious learning and social behavior. Islamic education at the early childhood level can therefore use sharing activities to demonstrate that good character is expressed through everyday actions.

The value of compassion becomes visible when children participate in activities that encourage them to care for others. Children can observe how teachers demonstrate concern and can practice similar behaviors with their classmates. Simple sharing activities allow children to experience the feelings associated with giving and receiving. These experiences can encourage children to respect others and become more aware of the feelings of their friends. Children gradually learn that helping others should be done willingly and respectfully. Such experiences can strengthen children's emotional understanding of Islamic social values.

The value of cooperation is also reflected in the implementation of sharing activities. Children participate together in preparing, carrying out, and completing classroom activities. The process allows them to observe that positive outcomes can be achieved through working together. Children learn to take turns, help their friends, and participate in activities as members of a group. These experiences demonstrate the importance of cooperation in building harmonious relationships. The value of cooperation can subsequently be applied to children's learning activities at school and interactions within their families and communities.

The value of trust is another important aspect that can be introduced through sharing activities.

Children are gradually taught to be honest, responsible, and respectful when receiving or giving something to others. Teachers provide guidance so that children understand the importance of taking care of things entrusted to them. Simple classroom situations can help children recognize that trust is developed through honest words and responsible actions. Consistent examples from teachers can reinforce these behaviors in children's daily activities. This experience can contribute to the development of trustworthiness as an important element of Islamic character (Somad et al., 2026).

Sharing activities also help children develop an early awareness of differences in the circumstances of other people. Children can learn that not everyone has the same needs, possessions, or experiences. Introducing the value of zakat provides an opportunity to explain that Islam encourages people to care for those who are in need. Children can gradually become more sensitive to the feelings and circumstances of others through simple classroom experiences. This awareness can encourage caring attitudes and a willingness to help people around them. The educational value of zakat therefore extends beyond early religious literacy to the development of children's social, emotional, and moral character.

Discussion of Zakat and Sharing Education in Early Childhood Islamic Learning

The overall findings demonstrate that introducing zakat and sharing values has educational significance beyond the delivery of basic religious information. The activities provide opportunities for young children to encounter religious, moral, and social values in forms that are appropriate to their developmental stage. Children are introduced to the basic meaning of zakat through simple explanations and concrete experiences. At the same time, they learn that Islamic teachings encourage people to care for and help others. This combination makes zakat education a relevant part of early childhood Islamic learning.

The educational meaning of zakat can be understood through the connection between religious knowledge and children's direct experiences. Concepts that may initially be abstract become easier to understand when they are presented through stories, examples, and simple sharing activities. Children can observe and practice values such as generosity, empathy, honesty, responsibility, and cooperation during the learning process. These experiences allow children to connect what they hear from teachers with behaviors that they can practice in everyday situations. The learning process therefore contributes not only to children's religious

understanding but also to the development of positive character.

The findings further indicate that everyday social experiences can serve as meaningful learning resources for young children. Learning through interaction with teachers and peers provides opportunities for children to understand values that may be difficult to develop through verbal instruction alone. Sharing activities allow children to experience giving, receiving, helping, and cooperating in a concrete context. Through these experiences, children begin to recognize that other people may have different needs and feelings. Such learning demonstrates how Islamic teachings can be introduced through social interactions within the school environment.

The values introduced through zakat education are also relevant to the development of children's social awareness. Young children are gradually learning to recognize the feelings, needs, and circumstances of people around them. Activities that emphasize sharing can encourage children to become more attentive to their friends and develop willingness to help. The experience also introduces the idea that what a person has can be shared for the benefit of others. This awareness represents an important foundation for developing empathy and social responsibility in early childhood. Islamic education can therefore use simple sharing experiences to nurture

children's moral and social sensitivity from an early age.

The findings indicate that TK Patria Dharma can function as an important educational environment for introducing Islamic values through contextual learning. The role of the school is not limited to delivering religious knowledge through formal classroom instruction. Teachers can strengthen children's understanding by connecting religious concepts with practical activities that are enjoyable and appropriate for their development. Collaboration among teachers, parents, and the wider school community can further reinforce the values introduced through these activities. Such cooperation creates consistency between what children learn at school and the behaviors they encounter in their daily lives. This model supports the development of Islamic learning that is experiential, child-centered, and connected to children's social environment.

The introduction of zakat and sharing values at TK Patria Dharma therefore serves two complementary educational functions. The first is religious, namely introducing children to zakat as one of the important teachings in Islam. The second is character-oriented, namely developing positive attitudes such as generosity, empathy, cooperation, and concern for others. These two functions can reinforce one another when religious concepts are presented through

concrete and enjoyable learning experiences. Children are not expected to master the technical aspects of zakat at this stage but to develop an initial understanding of its meaning and values. This approach demonstrates that Islamic education can introduce religious teachings while simultaneously nurturing children's social and emotional development.

The study also highlights the importance of continuous guidance from teachers and parents in strengthening children's understanding of zakat and sharing. Young children require repeated explanations and examples because their understanding develops gradually through experience. Teachers can encourage children to reflect on simple questions about why people share, why helping others is important, and how they can practice caring behavior. Parents can reinforce these values through similar practices at home. Consistent guidance can prevent religious concepts from being understood merely as classroom material and instead help children develop them into everyday habits. Reflection, repetition, modeling, and practice can therefore make zakat education more meaningful and sustainable for young children.

The findings ultimately demonstrate that zakat education at TK Patria Dharma can serve as a form of contextual Islamic education for early childhood. The learning process introduces children to the basic

meaning of zakat while simultaneously developing values that support their personal and social growth. Generosity, empathy, honesty, responsibility, cooperation, and social care emerge as important values that can be nurtured through age-appropriate educational activities. The experience connects Islamic teachings with children's real social interactions and everyday behaviors. Zakat education can therefore be viewed not merely as the transmission of religious knowledge but as an educational practice that contributes to the formation of Islamic character from an early age.

Conclusion

This study concludes that the introduction of zakat and sharing values through educational activities at TK Patria Dharma provides a meaningful learning experience for early childhood children. The activities help children develop an initial understanding of the meaning of zakat and its connection with caring, helping, and sharing with others. The findings show that age-appropriate religious activities can nurture important Islamic character values, including generosity, empathy, honesty, responsibility, cooperation, and social care. Children's direct participation in storytelling, discussion, and simple sharing activities enables them to connect religious concepts with positive behaviors in their daily lives. The study also demonstrates that TK Patria

Dharma can serve as an important educational environment for introducing Islamic values and supporting children's social and emotional development. Collaboration among teachers, parents, and the school community is needed to reinforce these values consistently in children's everyday lives. Future studies are recommended to employ quantitative or mixed-method approaches to measure the development of children's understanding of zakat, sharing attitudes, and Islamic character after participating in similar educational activities.

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