

ZAKAT DISTRIBUTION EDUCATION FOR MADRASAH STUDENTS THROUGH THE ZAKAT COLLECTION UNIT (UPZ) AT LANGGAR NURRUL JANNAH

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Abstract

Zakat is an important component of Islamic teaching that develops religious awareness, social responsibility, empathy, and solidarity among students. Zakat distribution activities at the community level provide an opportunity to introduce these values through direct educational experiences. The problem addressed in this study is the limited understanding of madrasah students regarding the principles, procedures, and educational values of zakat fitrah distribution. This study aims to examine the implementation of zakat distribution education for madrasah students through the Zakat Collection Unit (UPZ) at Langgar Nurrul Jannah, RT 10, Parit Culum I Village. This study employed a qualitative empirical approach. Data were collected through interviews, field observations, and documentation of zakat distribution activities and administrative records. The data were analyzed through data reduction, data presentation, and conclusion drawing. The results show that zakat distribution activities provide students with direct learning experiences regarding the meaning of zakat, the criteria of mustahik, the distribution process, and the importance of honesty, responsibility, fairness, empathy, and social solidarity. Students' involvement in observing and understanding the distribution process also strengthens their awareness of helping people in need and practicing Islamic values in everyday life. The study concludes that zakat distribution through UPZ Langgar Nurrul Jannah can function as a contextual educational medium for strengthening students' zakat literacy and Islamic character. Integration between religious learning and community-based zakat practices can provide meaningful learning experiences for madrasah students.

Keywords: educational values, *zakat* management, *zakat fitrah*, *zakat* collection unit (upz), langgar nurrul jannah.

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 for students because they support the development of good character in daily life. Madrasah

education has an important role in helping students understand and practice these Islamic values. Zakat education can provide students with knowledge about worship and social responsibility at the same time (Abdullah & Suhaib, 2011).

Zakat education is not limited to learning religious concepts in the classroom. Students need direct experiences to understand how zakat is collected, managed, and distributed. Community activities can become meaningful learning resources for students (Riza & Fajar, 2026). The process of distributing zakat can introduce students to the needs of poor and disadvantaged people. Students can learn that zakat has a social function in reducing economic difficulties within the community (Radzi & Ab Rahman, 2019). Zakat activities can also encourage students to develop empathy and willingness to help others.

Madrasah students are an important group in the development of Islamic character (Rachman et al., 2023). Their understanding of zakat can influence their attitudes toward religious obligations and social relationships. Religious learning becomes more meaningful when students can connect classroom knowledge with real community activities. Zakat distribution provides a practical context for this type of learning. Students can observe the role of zakat officers and understand the

importance of proper distribution. This experience can strengthen students' awareness of Islamic teachings and their application in everyday life.

The Zakat Collection Unit (UPZ) at Langgar Nurrul Jannah has an important role in managing zakat fitrah within the local community. The UPZ collects zakat from community members and distributes it to people who are entitled to receive it (Owoyemi, 2020). The distribution process can become a learning activity for madrasah students in the surrounding community. Students can learn about the meaning of mustahik and the basic principles of zakat distribution. Direct observation can help students understand the relationship between religious rules and social needs. This condition shows that the UPZ can also support Islamic education outside the formal classroom.

The educational value of zakat distribution can be seen through students' involvement in community activities. Students can learn honesty through proper collection and recording of zakat. Students can learn responsibility through their participation in distribution activities. Fair distribution can teach students to respect the rights of people who are entitled to receive zakat. Interaction with mustahik can develop empathy and social awareness among students. These experiences can support the formation of Islamic character in a

practical and meaningful way(Irjayanti, 2025).

The implementation of zakat education also requires clear and simple explanations for students. Students need to understand the purpose of zakat before learning about its technical procedures. Basic knowledge includes the meaning of zakat fitrah, the time of payment, the amount of zakat, and the groups entitled to receive it(Billah et al., 2026). Students also need to understand the importance of trust and fairness in managing zakat funds. Practical examples from the local community can make these concepts easier for students to understand. Such learning can connect religious knowledge with real social conditions.

The distribution of zakat fitrah at Langgar Nurrul Jannah provides a relevant context for studying this educational process. The activity involves the collection and distribution of zakat in the local community. The distribution of rice directly to eligible recipients shows a practical form of social care. Students can observe how zakat supports the basic needs of community members. The activity can also teach students about cooperation between zakat officers, community members, and recipients(Ridwan et al., 2019). These practices provide opportunities for students to understand that Islamic education includes both religious knowledge and social action.

The existing practice also shows the need to examine how zakat distribution can support students' learning. Research on zakat often focuses on management, legal aspects, economic benefits, and poverty reduction. Fewer studies place community-based zakat distribution as a practical learning context for madrasah students(Powell, 2009). This situation creates a research gap concerning the educational value of zakat distribution activities. The study of UPZ Langgar Nurrul Jannah can provide a local example of how religious activities can support Islamic character education. The research can also contribute to discussions about learning that connects religious knowledge with community life.

This study aims to examine the implementation of zakat distribution education for madrasah students through the Zakat Collection Unit (UPZ) at Langgar Nurrul Jannah. The study focuses on students' understanding of zakat distribution and the educational values found in the activity. The research also examines how the distribution process provides practical learning experiences for students. The findings are expected to show the relationship between zakat activities, Islamic education, and character development. The study can provide useful information for madrasah teachers, zakat managers, and community leaders. The results may also support the development of

contextual Islamic education through community-based religious activities(Qomar et al., 2025).

Research Method

This study used a qualitative empirical approach to examine zakat distribution education for madrasah students through the Zakat Collection Unit (UPZ) at Langgar Nurrul Jannah, RT 10, Parit Culum I Village. The research focused on the implementation of zakat fitrah distribution and its educational values for students(Seaman, 1999;Giacomini et al., 2012). The participants consisted of UPZ administrators, madrasah students involved in or observing the zakat activities, and community members related to the distribution process. Data were collected through in-depth interviews, direct observation, and documentation. Interviews were conducted to obtain information about the students' understanding of zakat and the role of UPZ administrators in providing education. Observations were used to examine students' participation and the implementation of zakat distribution activities in the community.

The collected data were analyzed through data reduction, data presentation, and conclusion drawing. Relevant information from interviews, observations, and documents was selected and organized according to the research focus. The analysis examined students' understanding of zakat, their

learning experiences, and the educational values developed through zakat distribution activities. Data validity was strengthened through source and technique triangulation by comparing information from interviews, observations, and documentation(Huberman & Miles, 1983). The research process was conducted in a natural community setting to obtain a clear description of the relationship between zakat distribution and Islamic education. The results of the analysis were used to describe how zakat distribution activities can support zakat literacy and the development of Islamic character among madrasah students.

Results and Discussion

Zakat Distribution Education through Community Activities

The results show that zakat distribution at UPZ Langgar Nurrul Jannah provides a practical learning environment for madrasah students(Faozan, 2026). Students do not only learn about zakat through religious lessons but also observe its implementation in the community. The distribution process helps students understand that zakat is both an act of worship and a form of social responsibility. Students can see directly how zakat is collected, recorded, prepared, and distributed to people who are entitled to receive it. This experience makes the concept of zakat easier to understand because students

can connect religious knowledge with real social activities.

The educational process takes place through direct observation and participation in community activities. Students can learn about the purpose of zakat fitrah before they observe the distribution process (Gaskins & Paradise, 2010). The explanation from UPZ administrators helps students understand that zakat fitrah must be given to people who meet the requirements as recipients. Students can also learn that the distribution needs to be carried out carefully and fairly. The activity gives students an opportunity to understand the relationship between Islamic rules and social needs.

The findings indicate that community-based religious activities can support learning outside the classroom. Madrasah students can develop knowledge through interaction with UPZ administrators and community members. The students can observe the behavior of people who manage zakat and learn the importance of trust in managing religious funds. The practical situation also allows students to ask questions about zakat and its distribution. This learning process can strengthen students' understanding because the knowledge is obtained from both explanation and experience.

Zakat distribution education is closely related to Islamic character education. The process teaches

students that religious knowledge should be followed by good behavior. Students can understand that helping people in need is part of Islamic teaching. The distribution activity also introduces students to the importance of caring for people who have economic difficulties. This experience can encourage students to develop positive attitudes toward social responsibility. The findings support the view that Islamic education becomes more meaningful when religious values are practiced in real life.

The role of the UPZ is important in creating this educational experience. UPZ administrators become practical examples for students in managing and distributing zakat. Their activities demonstrate the need for discipline, responsibility, honesty, and fairness. Students can learn these values through direct observation of the management process. The community environment also provides a natural setting for students to understand social values. The UPZ therefore has a potential role not only as a zakat management institution but also as a supporting environment for Islamic education.

Students' Understanding of Zakat Fitrah

The research findings show that zakat distribution activities help students understand the basic meaning and purpose of zakat fitrah. Students are introduced to zakat as an obligation for Muslims who meet the required conditions. The learning process also

explains that zakat fitrah is connected with the end of Ramadan and the celebration of Eid al-Fitr. Students learn that zakat has a religious dimension and a social dimension. This understanding is important because students need to recognize the relationship between worship and concern for other people (Anisa, 2024).

Students also learn about the people who are entitled to receive zakat. The concept of mustahik can be difficult for students when it is explained only through theoretical material. Direct observation of the distribution process provides a clearer example of how recipients are identified in the local community. Students can understand that zakat should be distributed according to Islamic principles and community needs. The process can develop students' awareness that religious assistance must be given to people who have a legitimate right to receive it. This understanding can prevent students from seeing zakat only as a routine activity before Eid.

The findings also show the importance of simple explanations in zakat education. Madrasah students need information that is suitable for their level of understanding. UPZ administrators can explain the meaning, purpose, collection, and distribution of zakat using examples from the local community. Practical examples help students understand the difference between zakat, charity, and

other forms of social assistance. Students can also recognize that zakat has specific rules that distinguish it from voluntary donations. This type of explanation can strengthen students' zakat literacy.

Students' learning experiences are strengthened by their interaction with the distribution process. The students can see that zakat is collected from muzakki and distributed to mustahik. The process shows the relationship between people who have the ability to give and people who need assistance. Students can understand the importance of a trusted institution in connecting these two groups. The experience also introduces students to the social function of zakat in the community. Such understanding can become a foundation for responsible religious behavior in the future.

The findings are relevant to the objectives of Islamic education. Islamic education seeks to develop knowledge, attitudes, and behavior based on Islamic values. Zakat education can contribute to these objectives because students learn religious knowledge while developing social awareness. The learning process can encourage students to understand the importance of sharing and helping others. Students can also learn that religious responsibility has an impact on community life. Zakat therefore provides a useful context for developing integrated religious and social learning.

Educational Values in the Zakat Distribution Process

The distribution process at UPZ Langgar Nurrul Jannah reflects several educational values that are relevant to madrasah students. The first value is honesty in the management of zakat. Students can learn that zakat must be managed based on correct information about the amount collected and the recipients. Honest administration is important because zakat involves the trust of the community. Students can understand that honesty is not only a personal value but also an important requirement in managing public religious funds. This lesson can support the development of honest behavior in students' daily lives.

The second value is responsibility. UPZ administrators have a responsibility to collect, record, manage, and distribute zakat according to the established rules. Students can observe that every stage requires attention and proper management. The responsibility of administrators can become a practical example for students. Students can learn that a task related to religious obligations should be completed carefully. This value is important in Islamic education because responsibility is connected with individual and social obligations.

The third value is fairness. Zakat distribution requires attention to the rights of eligible recipients. Students can learn that assistance should not be distributed based on personal

relationships or individual preferences. The distribution process shows the importance of identifying recipients and providing assistance fairly. This experience helps students understand the meaning of justice in a simple and practical way. Fairness can become a character value that students apply in school, family, and community relationships.

The fourth value is empathy. Students can see the economic conditions of people who receive zakat. The direct distribution of rice to recipients provides a clear example of concern for people who need support. Students can learn to understand the difficulties experienced by other members of the community. Empathy can encourage students to become more sensitive to social problems. This value is especially important in Islamic education because religious knowledge should encourage caring and helpful behavior.

The fifth value is social solidarity. Zakat creates a relationship between muzakki, UPZ administrators, and mustahik. Students can observe that community members can work together to support people who are in need. The distribution activity demonstrates that social welfare is not only the responsibility of individuals but also a shared responsibility. Students can learn that cooperation can strengthen relationships within the community. This experience can

develop a sense of belonging and social responsibility among students.

The educational values found in zakat distribution are consistent with the concept of character education. Character education requires learning activities that develop positive attitudes through knowledge and practice. Zakat distribution provides such an opportunity because students can observe and understand values through real activities. The values of honesty, responsibility, fairness, empathy, and solidarity are not presented only as abstract concepts. Students can see their practical application through the management and distribution of zakat. This condition makes zakat activities relevant as a form of contextual Islamic education.

The Role of UPZ in Strengthening Zakat Literacy

The results indicate that UPZ Langgar Nurrul Jannah has an important role in strengthening students' understanding of zakat. The UPZ serves as a community institution that manages the collection and distribution of zakat fitrah. Its activities provide information that students may not receive fully through classroom learning. Students can observe the real process of zakat management in their own environment. This condition makes the UPZ a relevant source of community-based Islamic learning.

Zakat literacy includes knowledge about the meaning, purpose, rules, collection, management, and

distribution of zakat. Students need to understand these elements to develop responsible attitudes toward zakat. The activities at the UPZ introduce students to several parts of the zakat process. Students can learn about the role of muzakki and mustahik in the distribution system. Students can also understand why zakat needs to be managed by people who are trusted by the community.

Administrative activities also have educational value. Written records can show students the importance of recording zakat received and distributed. Accurate records support transparency and accountability in the management of community funds. Students can learn that good administration is part of responsible religious practice. The practice can introduce students to discipline and careful documentation. These skills are also useful for students in their academic and future professional activities.

The distribution of zakat in the form of rice provides another important learning experience. Students can observe that zakat fitrah is related to the basic food needs of the recipients. The distribution of 545 kg of rice to eligible recipients demonstrates the practical function of zakat fitrah in the local community. The distribution of IDR 9,318,000 also shows that zakat can be managed in monetary form according to the local practice and applicable rules. These facts help

students understand that zakat management involves planning, calculation, recording, and distribution.

The role of UPZ can be strengthened through cooperation with madrasah teachers. Teachers can connect classroom material with the activities conducted by the UPZ. Students can be given simple assignments related to observation, reflection, or discussion after participating in the activity. Such activities can help students process their experiences into structured knowledge. Cooperation between educational institutions and community religious institutions can create a stronger learning environment. This approach can also make Islamic education more connected to the social conditions surrounding students (Muhamad et al., 2018).

Zakat Distribution as Islamic Character Education

Zakat distribution has a strong relationship with Islamic character education because it contains values that influence students' attitudes and behavior. The practice teaches students that worship has a social dimension. Students can understand that fulfilling religious obligations can also provide benefits for other people. This understanding can develop a balanced view of religious life. Islamic education can use this context to show students that good character is reflected in actions, not only in knowledge.

The value of compassion becomes visible during the distribution process. Students can observe the condition of people who receive zakat and understand the importance of helping them. The door-to-door distribution of rice provides direct contact between the distribution team and the recipients. This process can encourage students to show respect and concern toward people who need assistance. Students can learn that helping others should be done with sincerity and dignity. Such experience can strengthen students' emotional understanding of Islamic social values.

The value of cooperation is also visible in the implementation of zakat distribution. The activity requires cooperation among UPZ administrators, community members, muzakki, and other people involved in the process. Students can observe how different individuals contribute to one social activity. The experience demonstrates that community problems can be addressed through collective action. Students can learn to appreciate the role of other people in achieving a common goal. The value of cooperation can later be applied to group activities at school and in the wider community.

The value of trust is another important finding. Zakat is a religious fund entrusted by muzakki to be managed and distributed properly. UPZ administrators must maintain this trust through responsible management.

Students can understand that trust is built through honesty, openness, and proper action. The existence of administrative records supports the importance of transparent management. This experience can teach students that trust is an important part of Islamic character (Somad et al., 2026).

The practice also develops students' awareness of social inequality. Students can recognize that people in the same community may have different economic conditions. Zakat provides one mechanism for sharing resources with people who need them. Students can understand that social care requires awareness of the conditions of others. This awareness can encourage students to become more sensitive to problems in their surroundings. The educational value of zakat therefore extends beyond religious literacy to social and moral development.

Integration of Zakat Education with Madrasah Learning

The findings show that zakat education through UPZ activities can complement formal Islamic learning in madrasah. Classroom learning provides students with basic concepts, while community activities provide direct examples of their application. The combination of these two learning environments can create a more complete learning experience. Students can first learn the concept of zakat and then observe how it is practiced. This

process can help students understand the practical meaning of religious knowledge.

Teachers can use zakat distribution activities as contextual learning material. Students can be asked to identify the values found during the activity. Students can discuss the roles of muzakki, mustahik, and amil after observing the distribution process. Students can also write simple reflections about what they have learned from the activity. Such assignments can develop students' ability to connect religious concepts with social realities. The learning process can therefore support both cognitive and character development.

The integration of zakat education can also support active learning. Students are not positioned only as receivers of information. Students can become observers and participants in a real social activity. Their involvement allows them to ask questions, communicate with adults, and understand the process directly. Active participation can increase students' interest in Islamic learning. This approach is suitable for learning models that emphasize experience and participation.

The community can become an additional educational environment for madrasah students. Religious education does not need to take place only inside the classroom. Community institutions such as UPZ can provide learning resources that are closely related to

students' daily lives. Students can learn religious values through social interaction and community service. The experience can strengthen the relationship between madrasah education and community life. This cooperation can also support the development of students' social competence.

The findings suggest that zakat distribution can be developed into a simple educational program for madrasah students. The program can include basic zakat literacy, observation of zakat collection, introduction to mustahik, and reflection on Islamic values. Teachers and UPZ administrators can prepare age-appropriate learning materials. The learning activities should use simple language and practical examples. Evaluation can focus on students' understanding, participation, and ability to explain the values learned from the activity (Hakim et al., 2024).

The educational potential of zakat management at UPZ Langgar Nurrul Jannah shows that religious institutions at the community level can contribute to character development. The relationship between UPZ and madrasah can create a learning model based on religious practice and social experience. Students can gain knowledge about zakat while developing positive attitudes toward people in need. The model can be adapted to other community-based Islamic education settings. Further

research can examine the effectiveness of this approach through quantitative or mixed-method research involving a larger number of students.

Discussion of the Findings in Relation to Islamic Education

The overall findings demonstrate that zakat distribution has educational significance beyond the technical process of giving and receiving zakat. The activity contains religious, moral, and social learning elements that are relevant to madrasah students. Students learn about religious obligations through direct experience. Students also learn how Islamic values can be applied to social problems. This combination makes zakat distribution a relevant context for Islamic education.

The educational meaning of zakat can be understood through the relationship between knowledge and practice. Religious knowledge becomes stronger when students can observe its application in real situations. The zakat distribution process provides examples of justice, responsibility, honesty, empathy, and cooperation. Students can recognize these values through the behavior of the people involved in the activity. The experience can support the development of character that is consistent with Islamic teachings.

The findings also show that social activities can become learning resources. Community-based learning gives students opportunities to understand problems that may not be fully explained through textbooks. The

condition of mustahik can help students understand the importance of social assistance. The work of UPZ can help students understand the importance of organization and responsibility. The entire process provides a real example of how Islamic teaching can influence community life.

The educational values found in zakat distribution are also important for developing students' social awareness. Students learn that people have different needs and economic conditions. The experience of seeing zakat distributed to eligible recipients can reduce individual attitudes and increase concern for others. Students can learn that personal success should also be connected with responsibility toward the community. Such awareness is an important part of character development in Islamic education.

The findings indicate that UPZ Langgar Nurrul Jannah can function as a complementary educational environment for madrasah students. Its role is not to replace the formal education provided by teachers and madrasah institutions. Its role can strengthen classroom learning through direct experience. Cooperation between teachers and UPZ administrators can create learning activities that are religious, social, and practical. This model can support the development of students who understand Islamic teachings and are able to practice them in community life.

The distribution of zakat fitrah at UPZ Langgar Nurrul Jannah therefore has two important functions. The first function is religious, namely supporting the implementation of zakat fitrah according to Islamic principles. The second function is educational, namely introducing students to Islamic values through direct community experience. The two functions can support each other when zakat activities are managed transparently and used as a learning context. The findings strengthen the argument that Islamic education can be developed through meaningful religious practices in the community.

The study also indicates the need for continuous cooperation among madrasah teachers, UPZ administrators, parents, and community leaders. Students need guidance to understand the meaning behind the activities they observe. Proper guidance can prevent students from viewing zakat distribution as only a routine activity before Eid. Reflection and discussion can help students identify the moral and social values contained in the practice. This approach can make zakat education more systematic and meaningful.

The results finally show that zakat distribution at Langgar Nurrul Jannah provides a practical example of community-based Islamic education. The process develops knowledge about zakat while introducing students to values that are important for personal

and social life. Honesty, responsibility, fairness, empathy, trust, cooperation, and solidarity emerge as important educational values in the activity. The experience can strengthen students' zakat literacy and Islamic character. Zakat distribution can therefore be considered a meaningful educational practice that connects religious learning with real community needs.

Conclusion

This study concludes that zakat distribution education through the Zakat Collection Unit (UPZ) at Langgar Nurrul Jannah provides a meaningful learning experience for madrasah students. The activities help students understand the meaning, purpose, recipients, and distribution process of zakat fitrah through direct community experience. The findings show that the management and distribution of zakat develop important Islamic educational values, including honesty, responsibility, fairness, empathy, trust, cooperation, and social solidarity. Student involvement in observing the collection and distribution process strengthens their zakat literacy and helps them connect religious knowledge with real social conditions. The study also shows that UPZ can function as a complementary educational environment that supports Islamic character development outside the formal classroom. Cooperation between madrasah teachers, UPZ administrators, parents, and

community members is needed to make zakat education more systematic and sustainable. Future studies are recommended to use quantitative or mixed-method approaches to measure changes in students' zakat literacy, religious attitudes, and social character after participating in zakat distribution education.

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