

THE EFFECT OF ZAKAT LEARNING DESIGN ON THE PROFESSIONAL CHARACTER OF HIGH SCHOOL STUDENTS TAKING COURSE IN SMA SMART EKSELENSIA

Muhammad Syafi'ie

Yayasan Pendidikan Dompot Dhuafa

Jl. Raya Parung – Bogor Km.42, Ds. Jampang, Kec. Kemang Kab. Bogor
muhammad.syafiie@yahoo.com

Abstract

Learning zakat materials should not only give to students in theory of knowledge regarding the concept of zakat in Islam. However, it also gives hands on experience to the students to engage in zakat management process. Therefore, the researchers designed of zakat learning management become productive profession through entrepreneurship are expected not only provide theoretical knowledge to students about the concept of zakat, but also provide hands-on experience for students to be involved in the management of zakat. Moreover, as this study will also design the character of professional students. This study was conducted in 2012 with a sample of high school students at grade X SMART Ekselensia Indonesia totaling 19 people, 5 teachers and 5 employees in the school environment. Methods of data collection were observation, questionnaires, and in-depth interview. The results showed that there is a fairly strong correlation ($r = 0.54$) between the instructional design of zakat management professional character of students.

Keywords: zakat of profession, productive, entrepreneurial, professional character.

INTRODUCTION

One of the challenges of zakat learning materials on Islamic Education Subject (IES) is a matter of learning how to design a zakat that is not only theoretical, but also has a practical aspect. That is, students not only learn the charity in theory in the classroom, but also direct experience in the field. In this case, students feel the direct field experience plays into zakat institutions in collecting and productizing zakat. The design of such learning is not only provide insight to students about the concept of zakat in Islam, but also can form the character of students, such as professional, self-reliance, and concern.

Departing from the idea, the researchers tried to design the learning materials in subjects IES entitled the zakat management profession become productive through entrepreneurial professionals to form the professional character of students. Why the choice on zakat of profession? There are at least two reasons; first, zakat of profession is one kind of zakat that is not recognized by all Muslims. Still there are some Muslims who consider zakat of profession does not include the required type of the Qur'an or Hadith. He is "the product of ijtihad" the scholars. This becomes interesting. Because, the students are required to understand well the concept of zakat of profession, then to educate candidates about the importance of issuing zakat of profession.

Secondly, zakat of profession is what allows it to be applied in the research study design. In the design of this study, students role as charity institutions in providing education to the Muslims

(in this case the teachers and staff in Development of Insani Dompot Dhuafa) about zakat of profession while offering them to distribute zakat of profession.

After obtaining zakat funds, students are required to product the zakat fund. This time serves as mustahik students who receive zakat funds. Zakat funds are not used for consumptive purposes, but rather for things that are productive. With this study design, there will be empowering to students. Students not only learn the concept of charity in theory, but also learn to communicate and interact with others. Students also learn to explore creativity and professionalism in order to product charity funds that have been collected. In the end, the design of such learning will form the character of students. One of them is a professional character which will be discussed in this study.

Reflection of Learning and Teaching Experience

When students are not or are less enthusiastic in learning, could be the cause rather than the low student motivation. However, more on teacher learning method presented monotonous, thus causing a bored students. In fact, when the design is packed with creative learning, students will be enthusiastically participating in learning.

That's what happened by researchers when teaching charity materials. Students look less enthusiastic. They just follow the teaching and learning in order to pass the test. Zakat material so limited knowledge and do not form the character of students.

Therefore, teachers' creativity in designing innovative learning is very important. Nowadays, the students are not suitable with conventional learning. They just sit and listen to the teacher lecture from start to finish. The intellect and creativity of the students need to be established through learning. Teamwork is also crucial to growth in the learning process.

That is, when teachers created innovative learning design, many benefits gained. Not only benefit from the academic aspect (learning achieved), but also non academic. At the last will be able to shape the excellent character of the students.

In the context of this research, instructional design zakat management profession become productive through entrepreneurship proved to have a significant influence on the formation of the professional character of students. Through the learning design, students not only understand the knowledge of the zakat, but also obtain direct experience of how to manage and empower zakat. Proven design students are able to complete this study with satisfactory results.

Concern or Research Focus

Basic competencies of Islamic education subjects are students able to explain and calculate zakat. However, in reality many students did not understand and were not able to calculate zakat. It could be because zakat learning design less occasion for students to practice immediately. In addition, the more important point is forming a professional character of students .

Therefore, the focus of this research was to test whether zakat learning design was designed by researchers that can provide hands-on experience to students . With this, students are not only able to explain and calculate zakat, but also shaping the professional character of students.

SMART high school is located in an environment supportive of Insani Development Dompot Dhuafa for the implementation of the learning design. Employees of Insani Development Dompot Dhuafa can be the object to be educated about profession charity. Then, this charity fund was productived by students. Thus, students perform two roles, first as a officer charity who give charity provides education. Second, develop charity funds to entrepreneurship programs.

Research Objectives or Research Questions

Instructional materials for this zakat more often struggled in theory, thus not providing empowerment and self-cultivation of character in students. Therefore, the necessary innovation and creativity in designing learning charity material. In this case, the researchers designed a study in the program charities profession become productive through entrepreneurial professionals to form the character of students.

Questions in research (research question) is (1) How the application of instructional design

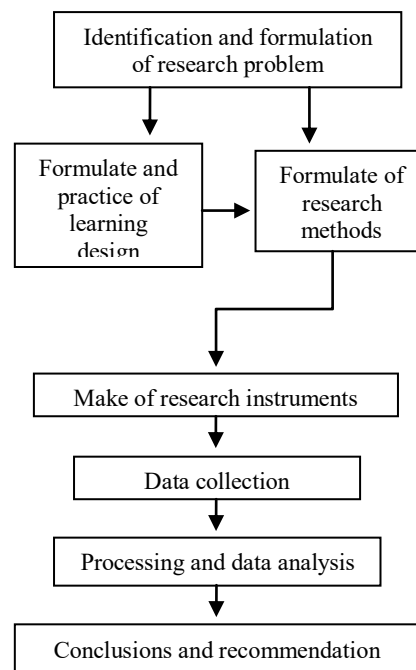
zakat of profession into productive through entrepreneurial professionals to form the character of students? (2) Is the learning design provide an opportunity to the students more practice? (3) Is the study design has an influence on the formation of the professional character of the students?

In line with the problem and the research questions, the purpose of this research is (1) Knowing how the application of instructional design charity profession into productive through entrepreneurial professionals to form the character of students? (2) Knowing is the learning design provide an opportunity to the students more practice? (3) Knowing is the study design has an influence on the formation of the professional character of the students?

Planning and Implementing of Action

The research design used in this study can be described as follows IN Picture 1.

Researchers identified and formulated research problems. From here, researchers designed charity learning design and practice it. Then, determine the method of research and make the research instrument. Furthermore, researchers collected data through observation, questionnaires, and interviews. Then, the data is processed and analyzed quantitatively and qualitatively. Finally, it draws conclusions and suggestions based on the results of research.



Picture 1. Research design

RESEARCH METHOD

This research was conducted in the High School students (SMA) SMART Ekselensia Indonesia (top schools free of charge) located at Jalan Raya Parung - Bogor Km. 42 Jampang, Kemang, Bogor in 2012 . Populations or respondents

in this study were 19 high school students at grade X A SMART Ekselensia, 5 SMART Ekselensia Indonesian high school teacher, and 5 employees around the school.

In collecting the data is done in three ways , namely (1) Observe the students to see, recording data, and information needed at the sites related entrepreneurial activities of students in the school environment; (2) an in depth interview to the teacher teaching the lesson of entrepreneurship and employee in the school environment as consumers student; (3) Questionnaire in closed questionnaire by using likert scale.

The data obtained will be processed through the editing process, coding, scoring, entry of data into the computer, the data cleaning, and data analysis. Next, tabulating the data for quantitative data and calculated correlations or influence for later interpreted.

To calculate the correlation or influence on the formation of character charity learning professional students used the product moment correlation formula, namely:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} : Figures product moment correlation index

N : Number of respondents

$\sum XY$: The number of the multiplication of variables X and Y

$\sum X$: The total number of variable X

$\sum Y$: The total number of variable Y

Having obtained the correlation of the number then, the interpretation of the guidelines according to Table 1.

Table 1. Correlation Interpretation Guidelines

The magnitude of "r" Product Moment	Interpretation
0,00 – 0,20	between variables X and Y there is a correlation, but the correlation is very weak, so the correlation was negligible.
0,20 – 0,40	between variables X and Y have a weaker correlation.
0,40 – 0,70	between variables X and Y are fairly strong correlation.
0,70 – 0,90	between variables X and Y there is a strong correlation.
0,90 – 1,00	between variables X and Y there is a very strong correlation.

Reflections

At the beginning of the learning design is presented, students are not sure they can do. Many reasons are put forward students, as they had not much time, shame in the face of prospective muzakki, how cooperation with supplier, and is currently selling for developing the zakat funds.

However, researchers are trying to convince students that it exists only in the mind. Once done, everything will run smoothly. Not as difficult as imagined. After all, we work as a team, not individuals. Finally, students understood and are ready to run the learning design.

From this, the researchers learned that the design of this study during the less gives students the opportunity to interact with others lead students have less confidence. Thus, it is important in the learning process provides the opportunity for students to interact with others. Thus, the design of innovative learning required.

The implications of this study is the students are trained to have good communication skills while educating employees Insani Dompot Dhuafa about charity profession. Students are also trained to have the creativity and professionalism in developing the charity fund. In addition, students are also trained in teamwork . Without teamwork this study design would not work .

Meanwhile, the role of the researcher is assisting during program execution. Researchers became a consultant and provide suggestions to determine which products will be sold, in cooperation with supplier, to the mechanism for the results.

Finally, the design of this study run well. Students showed great teamwork. They could get a supplier that provides food products. They also share responsibility in selling. In essence , what to expect from the author of the study design can be achieved.

Recommendations for future implementation is (1) set a target of charity funds to be collected, so communication skills must be trained again because a lot of employees to meet the target. In addition, students will also be challenged to develop a charity fund collected more creative . (2) establish a cooperative students to facilitate the business activities of the student in the development of charity funds (3) form a board of supervisors or the supervisor who serves to guide students in terms of program and financial management .

RESEARCH FINDINGS

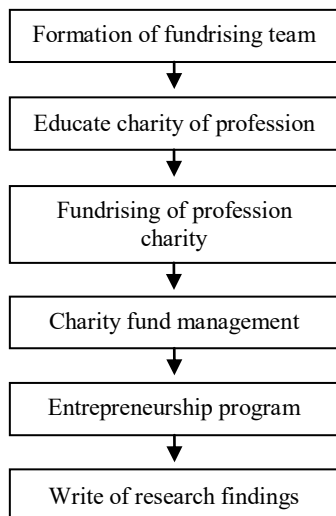
Aplication of Charity Learning Design

In the implementation phase, the teams has been formed do their job to provide education to prospective muzaki, namely employees of Insani Development Dompot Dhuafa. Of the activity, collect zakat of profession. Then, it was develop through entrepreneurship program for two weeks. During that stage, researchers collected data through observation, interviews, and questionnaires.

During the students carry out the charity learning design, researchers conducted observation course of the learning process. At the first time, students did not show professionalism. There is no clear division of tasks, resulting in duplication of work. However, they soon realize it all. After selling, they did the evaluation. It turned out that they were aware of the weakness of professionalism

when they sell the first time, so that the sale is not maximal. Recording the sale is still in shambles.

Implementing of action in this study could be described as follows in Picture 2.



Picture 2. Research implementation phase

Then, students make improvements by dividing the task to be more organized. There is a charge of offering the product to customers and take orders, there is a charge of making and preparing orders, deliver orders, receive payments and recorded in the books.



Picture 3. Hidayatullah, 1st grade high school students of SMART, already to deliver customer orders juice.



Picture 4. Adit, Jayeng, and Eko, 1st grade high school students of SMART, just finished making juice for customer orders.

The result, on the second occasion, the students look more professional than the first opportunity to sell. Income earned also increased

significantly compared to the first sale. Proceeds from sales recorded in the books. Thus, cash flow (cash inflow - discharge) is well documented.



Picture 5. Yunus and Isnani, 1st grade high school students of SMART, showed the product (donuts) to be sold.



Picture 6. Zaki, a student from 1st grade high school of SMART, reported product sales of donuts to the researchers.

Researchers also conducted interviews with teachers and employees of the school environment Insani Development. Interviews showed they were satisfied with the services provided by SMART high school student at grade X offers products and transactions. In fact, when the SMART high school student at grade X two- day break is not selling, some teachers and employees are asked to researchers. Why students are not selling? Apparently they like the product the students of SMART high school student at grade X.

Here are examples of transcripts of interviews with teachers and employees.

How do you think the products are sold students?

“It's good and necessary. I like to buy fruit juice. After lunch, the right time to drink juice. It is needed product by the employee. Nice!”

How do you think the attitude of the students in serving customers?

“Polite and deft serve customers. Customers feel served and respected.”

The program lasts for two weeks. Obtained satisfactory results, students gain an advantage over 100 % of their capital gain from the charity fund. The interesting thing is that after the program is finished, it turns out students want to keep going. They feel a lot of things to learn from this program. From informal interviews conducted by researchers, students learn a lot about teamwork (team work), the

division of tasks, customer services, financial management, risk management, product innovation, and so on.

Thus, formally this program has been completed, but students are still continuing the program independently. They were excited to run this program. This program provides an opportunity for students more practice.

Thus, what is expected from charity learning design is successful. That is, when teachers make learning innovative design, the many benefits gained. Not only benefit from the academic aspect, but also non- academic. At last it will be able to shape the character of the students were excellence.

The Effect of Zakat Learning Design to Professional Character of Students

Furthermore, to complement the above data, the researcher also distributed a questionnaire to high school students SMART XA classes totaling 19 students. The results of a questionnaire carried out by using a scoring likert scale.

After processing the data as it is written in the table above, then we performed the analysis and interpretation of data by using the product moment correlation formula. Scoring and data processing results are presented in Table 2.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{19 \times 322 - 69 \times 88}{\sqrt{[19 \times 255 - 69^2][19 \times 412 - 88^2]}}$$

$$= 0,54$$

Table 2. Data interpretation by using product moment correlation formulas.

R	X	Y	$\sum XY$	$\sum X^2$	$\sum Y^2$
A	3	4	12	9	16
B	4	5	20	16	25
C	4	5	20	16	25
D	4	5	20	16	25
E	3	4	12	9	16
F	4	5	20	16	25
G	4	5	20	16	25
H	4	4	16	16	16
I	3	4	12	9	16
J	4	5	20	16	25
K	3	4	12	9	16
L	4	5	20	16	25
M	4	5	20	16	25
N	3	4	12	9	16
O	4	4	16	16	16
P	3	5	15	9	25
Q	4	5	20	16	25
R	4	5	20	16	25
S	3	5	15	9	25
N = 19	$\sum X = 69$	$\sum Y = 88$	322	255	412

Where:

R = Respondence

X = Charity Learning Design

Y = Professional character formation

Step workmanship:

1. Summing survey respondents, obtained N = 19
2. Summing up the score variable X, obtained $\sum X = 69$
3. Summing up the score variable Y, obtained $\sum Y = 88$
4. Multiplying the score variable X to variable Y, then summed, obtained $\sum XY = 322$
5. Squaring the score variable X, then summed, obtained $\sum X^2 = 255$
6. Squaring the score variable Y, then summed, obtained $\sum Y^2 = 412$
7. Seeking rxy product moment correlation formula.

Referring to the interpretation of the results of the calculation of correlation, rxy known result is 0.54. That is, the variables X and Y have a fairly strong correlation. Namely, the design of charity learning that has been implemented to give effect strong enough or sufficiently significant to professional character formation of students. This complements the quantitative data and qualitative data corroborate the above that the design of learning management zakat of profession into zakat productive entrepreneurship through a significant effect on the formation of the professional character of students

Teachers' creativity in designing learning that empowers students to determine the success of a lesson. In fact, much of it is also effective in shaping the character of student. Due to the success of a learning not only measured by the students were able to understand the lessons, but also able to practice what he saw. This is evidenced by the results of the study the researchers did.

Design learning charity management profession becomes productive through entrepreneurship proved to have a significant influence on the formation of the professional character of students. Through the learning design, students not only understand the knowledge of the charity but also gain hands-on experience to manage and empower charity. Proven design students are able to complete this study with satisfactory results.

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Keterangan Penulis

Muhammad Syafi'ie El-Bantani menyelesaikan S-1 di Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta pada 7 Juli 2005 dengan yudisium cum laude dan mendapat

penghargaan sebagai Wisudawan Terbaik. Penulis muda produktif ini telah menulis dan menerbitkan 43 buku. Lima bukunya diterjemahkan ke Bahasa Melayu, terbit dan beredar di Malaysia dan Singapura. Kini ia diamanahi menjadi Manajer Penelitian dan Pengembangan Pengetahuan, Makmal Pendidikan, Dompot Dhuafa. Selain itu, ia juga aktif menulis buku-buku pengembangan diri, memberikan training motivasi dan menulis diberbagai perusahaan, kampus, dan sekolah, dan menjadi pembicara seminar, penceramah, dan narasumber di Woman Radio, TV Edukasi, dan TVRI. Salah satunya menjadi presenter pada International Conference on Action Research in Education 2014 di Malaysia.