

RAMADHAN INFAK ZAKAT MANAGEMENT PROGRAM TO DEVELOP A PROSOSIAL ATTITUDE IN RA KALISALAK

Umi Kholifatun¹
{ifahsofan@gmail.com¹}

UIN SAIZU Purwokerto¹

Abstract. This phenomenological research with a qualitative approach is aimed at describing management activities in the Ramadhan Zakat Infaq program to develop children's prosocial attitudes at RA Kalisalak. Participants in this research were the head of RA Kalisalak, teachers and parents. The data in this research was collected using interview, observation and documentation techniques. The data that has been collected is then analyzed using the Miles and Huberman model data analysis technique which consists of the data reduction stage, namely selecting relevant data, then data display, namely presenting the data and finally verification, namely the analysis activity of drawing conclusions. The research results show that the management of the Ramadhan Zakat Infaq program to develop children's prosocial attitudes at RA Kalisalak is carried out by actualizing four management functions, namely the functions of planning, organizing, implementing and supervising. The Ramadhan Zakat Infaq Program at RA Kalisalak has been able to develop pro-social attitudes in **early** childhood, namely empathizing, helping, assisting, sharing.

Keywords: children, management, program, prosocial, zakat

INTRODUCTION

A phenomenon that occurs in society today is the development of an attitude of individualism, an attitude of not caring about other people. The many problems a person has result in him being busy looking for solutions, and there is no longer time or opportunity to help other people. The demands of work and the busyness of fulfilling their needs means that some people do not know the condition of their environment, do not know their neighbors and the problems that occur. A child who lives in this environment will experience difficulties in developing his social behavior.

Children's growth and development are greatly influenced by their family and environment (Wiranata, 2019). So it is the obligation of parents and adults around them to introduce and familiarize children with good social attitudes. Parents try to carry out their obligations by sending their children to educational institutions that introduce and familiarize them with good behavior. So responsibility seems to shift from parents to educators at school.

RA Kalisalak, as one of the educational institutions in Kalisalak village, has a program to instill social values with the aim that children will know, be able to practice prosocial attitudes and make them a habit until adulthood. It is hoped that this program can collaborate with the community so that it can be a solution for families who find it difficult to monitor the development of their children's social behavior.

Ramadhan zakat and infaq program is one of the programs carried out in order to stimulate the development of children's social behavior. Because the Ramadhan zakat and infaq program is practiced directly by children after the children gain knowledge about zakat and infaq.

Some previous research that is relevant to the author's research is Novan Ardy Wiyani and Riris Eka Setiani's research which aims to describe management activities in the Alms Friday program to shape the character of early childhood in ABA Kindergarten (Wiyani & Setiani, 2022). There are

similarities with the research that the author will conduct, namely discussing the management of PAUD Institution activities for the social emotional development of children. Meanwhile, the difference is his research on character formation through the Friday almsgiving program. Meanwhile, the research that the author conducted was the Ramadhan Zakat Infaq activity to develop children's prosocial attitudes at RA Kalisalak.

Dea Anisa and Nurhayati Djamas' research aims to find out whether there is an increase in prosocial behavior in children aged 5 - 6 years through the traditional game Babintingan at Bina Insan Mandiri Kindergarten. There are similarities with the author's research, namely that they both study prosocial behavior. Meanwhile, the difference is that the research examines increasing prosocial behavior through traditional games at Bina Insan Mandiri Kindergarten (Annisa & Djamas, 2021). Meanwhile, the research that the author conducted was about the management of developing prosocial attitudes through Ramadhan Infaq zakat activities.

Nur Rakhma Ardhiani and Darsinah's research aims to describe strategies and factors in developing prosocial behavior in early childhood at Pertiwi Kindergarten, Central Sragen. The similarity with the author's research is that they both study the development of prosocial behavior. Meanwhile, the difference is that the research examines strategies for developing psosocial behavior in Pertiwi Kindergarten, Central Sragen (Rakhma Ardhiani & Darsinah, 2023). Meanwhile, the author conducted research on the management of developing prosocial attitudes through Ramadhan Infaq zakat activities.

The novelty aspect of the research that the author will carry out is that this research describes how the development of prosocial attitudes in early childhood is carried out through the Ramadhan Infaq zakat activities from the managerial side, which includes planning, organizing, implementing and supervising..

RESEARCH METHOD

This research uses a qualitative research approach method with the type of research used is phenomenology. This type of phenomenological research was chosen because the author wanted to study something unique that was done by the research subjects. The use of phenomenological research in the field of education can also be used to obtain contextual data so that a factual and comprehensive data analysis process can be carried out.

The research was conducted at Raudhatul Athfal (RA) Kalisalak in Kalisalak village, Kebasen sub-district, Banyumas Regency, Central Java province. The Ramadhan Zakat Infaq program has been carried out at RA Kalisalak since the 2017/2018 academic year and is still being implemented today because it has received support from the RA Kalisalak committee and student guardians.

The head of RA, teachers, parents and the community around RA were the subjects of this research. Observation, interview and documentation techniques were used to collect the required data.

To obtain data related to management activities, namely planning, organizing, implementing and supervising the Ramadhan Zakat Infaq program, interviews were used. Data collection through interviews was used without using guidelines or interview guides because the author used a free type of interview. The author interviewed resource persons during the process of the Ramadhan Zakat Infaq Program so that they could directly ask what the author found. So at the same time observe the activities.

Documents related to the research object, for example photographs and reports on the activities of the Ramadhan Zakat Infaq program, were obtained using documentation taken by the author. Instruments for interviews and observations were created based on the steps taken in four management functions, namely planning, organizing, implementing and supervising. The steps in

the four management functions then become indicators in the research instrument. Indicators for instruments related to planning include: formulating goals, developing strategies, determining needs, and preparing schedules.

Communication and coordination are indicators for instruments related to organizing (Marta & Wijayati, 2018). Mobilizing stakeholders, active involvement, guiding stakeholders, and motivating stakeholders are indicators for implementation instruments. Monitoring and evaluation are indicators for instruments related to supervision.

After collecting all the data, then test the validity of the data using data source triangulation techniques. In this technique the author confronts data originating from one party with data originating from at least two parties. Then data analysis uses the Miles and Huberman model data analysis technique which consists of data reduction, data display and verification stages. First, we sort the data that can be used to answer the research problem formulation, which is called data reduction. In the data display, data is presented to answer the research problem formulation. Then, during verification, analysis of the data is carried out and conclusions are formulated based on the results of the analysis

RESULT AND ANALYSIS

From the research that has been carried out, it can be seen that there are four management activities carried out in the implementation of the Ramadhan Zakat Infaq program to develop prosocial attitudes for early childhood at RA Kalisalak, namely planning, organizing, implementing and supervising.

1.1. Planning

Planning activities for the Ramadhan Zakat Infaq program to develop prosocial attitudes for young children at RA Kalisalak became the start of program implementation. In a management context, planning is an activity to predict the future (Putranto et al., 2022). Planning can also be interpreted as the activity of estimating things that will be done to achieve a goal.

Based on the research results, it can be seen that planning activities for the Ramadhan Zakat Infaq program to develop prosocial attitudes of early childhood at RA Kalisalak include:

- 1.1.1. Formulating the objectives of the Ramadhan Zakat Infaq program,
- 1.1.2. Preparing strategies for implementing the Ramadhan Zakat Infaq program
- 1.1.3. Determining needs needs in implementing the Ramadhan Zakat Infaq program, and
- 1.1.4. Making a schedule for Ramadhan Zakat Infaq activities.

The formulation of the objectives of the Ramadhan Zakat Infaq program is related to the vision and mission of RA Kalisalak. RA Kalisalak's vision is to be cheerful, independent and have good morals. To realize the akhlakul karimah attitude as stated in one of RA Kalisalak's missions, namely introducing and practicing the Pillars of Islam. The practice of the Creed and Prayers is carried out every Friday, the Hajj rituals will be held in the month of Dzulhijjah. So in the month of Ramadan, the Head of RA Kalisalak created a Ramadhan Zakat Infaq program and fasting learning. The Ramadhan Zakat Infaq program aims to form and develop prosocial attitudes of empathy, helping, assisting, sharing.

From the perspective of early childhood development, this prosocial attitude of empathy, helping, assisting, sharing is very much needed to optimize religious, moral and social-emotional development. So it can be said that the aim of the Ramadhan Zakat Infaq program is also to contribute to optimizing children's growth and development. In the decision of the Head of BSKAP No.008/H/KR/2022 of 2022 which states on the element of identity, it is stated that "Children recognize, express and manage their emotions and build healthy social relationships. Children know

and have positive behavior towards themselves and the environment (family, school, community, country and world) as well as a sense of pride as Indonesian children who are based on Pancasila. Children adapt to the environment, rules and norms that apply (Ahmad et al., 2020). "Children use motor functions (gross, fine and tactile motor skills) to explore and manipulate various objects and the surrounding environment as a form of self-development" (Hawali et al., 2024)

Then, based on the research results, it can be seen that the formulation of strategies for implementing the Ramadhan Zakat Infaq program was carried out collaboratively between the head of RA Kalisalak, teachers and student guardians through Focus Group Discussion (FGD) activities. Based on the results of the FGD, a strategy for implementing the Ramadhan Zakat Infaq program was formulated with the following steps: (1) preparing the Ramadhan Zakat Infaq program; (2) implementing the Ramadhan Zakat Infaq program; (3) asking children to tell about their experiences after participating in the Ramadhan Zakat Infaq program; (4) convey the results of the implementation of the Ramadhan Zakat Infaq program to student parents.

The formulation of strategies for implementing the Ramadhan Zakat Infaq program can be carried out through FGD involving teachers and representatives of student guardians because the implementation of the Ramadhan Infaq zakat pentasarufan requires the assistance of student parents. The zakat mustahiq who will be visited are people who are entitled to receive zakat and donations who are around the child's environment (Mulyawisdawati & Nugrahani, 2019). So the implementation is not just in one place, but spread according to the children's areas of origin. So the determination of the names and homes of Infaq zakat recipients is based on the results of discussions between parents and teachers.

Many items are needed to make the Ramadhan Zakat Infaq activities a success, including (1) plastic as a rice container to make it neater and more uniform, (2) large bags to carry rice per region, (3) money to spend on basic needs or according to community needs, (4) camera to document Ramadhan Zakat Infaq activities.

For the activity schedule for the Ramadhan Zakat Infaq program, the program is implemented every month of Ramadhan. Activities begin with Infak every day before learning activities during the month of Ramadan. Payment of zakat fitrah for children is carried out in the last week before the end of the Ramadan holiday. After the zakat rice was collected, the plastic rice containers were uniformed by the teacher council together with some of the student parents. Then put in a large bag according to your needs. Uniformization aims to make it neater and more attractive (Hoyt, 2003).

Determination of the implementation schedule for the Ramadhan Zakat Infaq program activities is based on an agreement between the teacher council and student parents, facilitated by the head of RA. Parents are invited to communicate about the Zaka Infaq alms program so that they feel part of the program, parents feel included so that parents contribute and participate. Managerial agreements are binding for anyone involved in the agreement. With this agreement, all parties will try to achieve the program objectives.

1.2. Organizing

Organizing is the second activity in the management of the Ramadhan Zakat Infaq program to develop prosocial attitudes for early childhood at RA Kalisalak. Organizing is an activity to establish communication and coordination between stakeholders for the benefit of implementing an activity program (Wasongko et al., 2024).

In the Ramadhan Zakat Infaq program to develop prosocial attitudes in early childhood at RA Kalisalak, communication activities are carried out simultaneously with coordination activities, both directly and indirectly. And the head of RA facilitates these communication and coordination activities. Direct communication and coordination is carried out through formal and non-formal meetings, such as meetings or briefings attended by heads, teachers and committees to discuss urgent

matters. Meanwhile, indirect communication is carried out through What's Up media which conveys the results of meetings or briefings.

Communication and coordination determine the success of the Ramadhan Zakat Infaq program to develop prosocial attitudes in early childhood at RA Kalisalak. So that the head of RA facilitates coordination and communication by creating a special social media group. The use of ICT equipment really supports the success of the Ramadhan Zakat Infaq to develop prosocial attitudes in early childhood at RA Kalisalak and is easy to do because all teachers and student guardians have the What's Up social media.

1.3. Implementation

The next activity after organizing was the implementation of the Ramadhan Zakat Infaq program to develop prosocial attitudes in early childhood at RA Kalisalak, as the culmination of the program. Carry out all the planning and organizing that has been done previously.

From research conducted by the author, the implementation of the Ramadhan Zakat Infaq program to develop prosocial attitudes of early childhood at RA Kalisalak through several activities, namely:

- 1.3.1. The head of RA Kalisalak mobilizes teachers to invite students in groups to donate every day during the month of Ramadhan and pay zakat fitrah ;
- 1.3.2. The head of RA Kalisalak coordinates with teachers and student guardians regarding the zakat mustahiq to be visited;
- 1.3.3. The head of RA Kalisalak gave instructions to the teacher to divide the children into groups based on the proximity of the child's house to the musthiq;
- 1.3.4. The RA head accompanies teachers and children in implementing the Ramadhan Zakat Infaq program to develop prosocial attitudes for early childhood at RA Kalisalak.

With instructions from the head of RA, the teacher invites children to donate every day before learning. This activity had been previously socialized to the student's parents, and received support from the student's parents so that the donation activity could be carried out well (see figure 1). Reports on the results of donations are submitted to the student's parents after each activity via What's Up social media. With this openness, the trust of student parents will emerge and teach parents the importance of openness and democratization of every activity (Iskandar, 2017).



Fig 1. Children learn to pay zakat fitrah

The next thing the RA head does is coordinate with teachers and guardians regarding the zakat mustahiq that will be visited. Determining who will be given zakat is not only made by the Head of

RA or the teacher, but involves the student's parents because it is the student's parents who understand the conditions in their environment. Because mustahiq are taken from each region of origin of RA Kalisalak students. Based on the research results, the parents were very enthusiastic about registering their neighbors who were included in the mustahiq zakat criteria (see tabel 1). This reflects parents' concern for their environment (Devianti et al., 2020).

Table 1. MUSTAHIQ ZAKAT DATA IN 2024

NO	NAMA	ALAMAT
1	Ibu Manisah	Kallisalak RW 07 Kemlaka
2	Mbah Siti	Kallisalak RW 07 Kemlaka
3	Ibu Sinem	Kallisalak RW 07 Kemlaka
4	Ibu Kas	Kallisalak RW 07 Kemlaka
5	Mbah Parsitem	Kallisalak RW 07 Kemlaka
6	Ibu Sumi	Kallisalak RW 07 Kemlaka
7	Nabila	Kallisalak RW 07 Kemlaka
8	Abidah	Kallisalak RW 07 Kemlaka
9	Mbah Jamiyati	Kallisalak RW 07 Tegong
10	Mbah Samiyati	Kallisalak RW 07 Tegong
11	Mbah Blokeng	Kallisalak RW 07 Tegong
12	Ani	Kallisalak RW 07 Tegong
13	Ibu Katini	Kallisalak RW 07 Dusun Pandak
14	Ibu Sukinah	Kallisalak RW 07 Dusun Pandak
15	Mbah Sawin	Kallisalak RW 07 Dusun Pandak
16	Mbah Arsy	Kallisalak RW 07 Dusun Pandak
17	Ibu Eti	Kallisalak RW 07 Dusun Pandak
18	Mbah Tohar	Kallisalak RW 07 Dusun Pandak
19	Mbah Sumi	Kallisalak RW 07 Dusun Pandak
20	Mbah Dariem	Kallisalak RW 07 Dusun Pandak
21	Ibu Lapan	Kallisalak RW 07 Dusun Pandak
22	Bapak Simun	Kallisalak RW 07 Dusun Pandak
23	Bapak Tadim	Kallisalak RW 07 Dusun Pandak
24	Ibu Situ	Kallisalak RW 07 Dusun Pandak
25	Ibu Diwen	Kallisalak RW 07 Dusun Pandak
26	Mbah Sadimin	Kallisalak RW 08 Plataran
27	Mbah Tarso	Kallisalak RW 08 Plataran
28	Mbah Yonah	Kallisalak RW 08 Plataran
29	Mbah Tasiem	Kallisalak RW 08 Plataran
30	Mbah Um	Kallisalak RW 08 Plataran
31	Mbah Sukiyem	Kallisalak RW 08 Plataran
32	Mbah Ratinem	Kallisalak RW 08 Plataran
33	Mbah Timah	Kallisalak RW 08 Plataran

34	Ibu Dasem	Kallisalak RW 06 Komplek Jimat
35	Ibu Sikong	Kallisalak RW 06 Komplek Jimat
36	Ibu Dapen	Kallisalak RW 06 Komplek Jimat
37	Bapak Kosim	Kallisalak RW 06 Komplek Jimat
38	Ibu Umi	Kallisalak RW 06 Komplek Jimat
39	Bapak Soim	Kallisalak RW 06 Komplek Jimat
40	Bapak Ruh	Kallisalak RW 06 Komplek Jimat
41	Bapak Topa	Kallisalak RW 06 Komplek Jimat
42	Bapak Waung	Kallisalak RW 06 Komplek Jimat
43	Bapak Surip	Kallisalak RW 06 Komplek Jimat
44	Bapak Suradi	Kallisalak RW 06 Komplek Jimat
45	Bapak Mislam	Kallisalak RW 06 Komplek Jimat
46	Bapak Entot	Kallisalak RW 06 Komplek Jimat
47	Nini Kinah	Jalan Hadinata Kalisalak
48	Bapak Yono	Jalan Hadinata Kalisalak
49	Bapak Mahdi	Desa Sawangan Menganti
50	Bapak Harto	Desa Sawangan Menganti
51	Mbah Tutianingsih	Desa Sawangan Menganti
52	Mbah Sainem	Desa Sawangan Menganti
53	Mbah Sarkem	Desa Sawangan Menganti
54	Mbah Gowan	Desa Sawangan Gombolori
55	Mbah Silas	Desa Sawangan Gombolori
56	Mbah Soleh	Desa Sawangan Gombolori
57	Mbah Mungid	Desa Sawangan Gombolori
58	Mbah Murtafet	Desa Sawangan Gombolori
59	Mbah Sadiyah	Desa Sawangan Gombolori
60	Mbah Darsiyah	Desa Sawangan Gombolori
61	Mbah Warsini	Desa Kaliwedi Brak
62	Mbah Kinah	Desa Kaliwedi Brak
63	Mbah Sayem	Desa Kaliwedi Brak
64	Mbah Sansudi	Desa Kaliwedi Brak
65	Mbah Jumadi	Desa Kaliwedi Brak
66	Mbah Sutyah	Desa Kaliwedi Brak
67	Mbah Sawen	Desa Kaliwedi Ngasinan
68	Mbah Diwan	Desa Kaliwedi Ngasinan
69	Mba Tiah	Desa Kaliwedi Ngasinan
70	Maryatun	Desa Kaliwedi Lor
71	Nitu	Desa Kaliwedi Lor
72	Mbah Karti	Desa Kaliwedi Lor
73	Mbah Jugil	Desa Kaliwedi Lor

74	Mbah Cunong	Desa Kaliwedi Lor
75	Mbah Irah	Desa Kaliwedi Lor

After the mustahiq data is clear on the number and area, then with the instructions of the RA head, the teacher council divides the children's zakat rice and divides the children into small groups according to the area where the children live. Then together we stay in touch and distribute the zakat donations given by the children to the mustahiq. The children were very enthusiastic about participating in the activities and gave directions to the mustahiq zakat house. The community feels happy, as can be seen from the way they welcome the children. People feel cared for by the environment, especially small children (Nurhidayah et al., 2017).

From the research results, it can be seen that children enjoy doing outdoor activities, and children even act as directions for teachers and friends. Because the children's Zakat Infaq pentasarufan activities take place in their environment, so the children know the area. And with these zakat and infaq pentasarufan activities, children also come to know and understand who needs help and assistance.

Based on research, children's prosocial attitudes develop, children want to help and help by giving directions to the house they want to visit. Apart from that, children also come to know and understand their home environment, neighbors who need help so that children develop empathy for their neighbors' conditions (see figure 2). An empathetic attitude encourages children to share (Khisbiyah et al., 2021).



Fig 2. Children know neighbors who need help

1.4. Supervision

Supervision is the final activity in the management of the Ramadhan Zakat Infaq program to develop prosocial attitudes of early childhood at RA Kalisalak. Monitoring activities are intended to find out whether the implementation of the Ramadhan Zakat Infaq program activities is in accordance with the agreed plans (Trisnaningtyas et al., 2020). Are there any problems or obstacles during the activity, so that they can be used as material for improvement for program implementation at the next stage (Erwin et al., 2018).

From research conducted by the author, the head of RA Kalisalak carries out supervision by direct monitoring because he is involved in the implementation of the Ramadhan Zakat Infaq program to develop prosocial attitudes for early childhood at RA Kalisalak. The head of RA is able to be a good leader, who is able to lead the teachers in the activities of the Ramadhan Zakat Infaq program to develop prosocial attitudes for early childhood at RA Kalisalak in a participatory manner, so that

the head of RA can control and control the implementation of the program. Participative leadership practices can have implications for the emergence and development of work team traditions in program implementation which can also have implications for minimizing conflict and risk during program implementation. Because every activity carried out there is always a risk of conflict (Kusuma, 2017).

Based on the supervision of the head of RA, the implementation of the Ramadhan Zakat Infaq program activities to develop prosocial attitudes for early childhood at RA Kalisalak took place optimally without any significant obstacles. This situation is influenced by compact teamwork, namely the RA head and teachers as well as support from the student's parents. There were also no obstacles from the children because the children carried out the activities happily and there were not too many groups in each group.

CONCLUSION

By actualizing the four management functions, namely planning, organizing, implementing and supervising, the Ramadhan Zakat Infaq program to develop prosocial attitudes for early childhood at RA Kalisalak can be implemented well so that the program objectives are achieved. The main activity in planning is formulating activity goals and strategies. Meanwhile, organizing means communicating and coordinating. Furthermore, the main activity in implementation is providing instructions and assistance. And in supervision, monitoring to control program implementation. The Ramadhan Zakat Infaq Program at RA Kalisalak has been able to develop prosocial attitudes in early childhood, namely empathizing, helping, assisting and sharing..

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