

Cultivating Compassion: Assessing the Impact of Virtual Group Guidance and Modeling Techniques on Heightening Students' Charity Enthusiasm

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ABSTRACT

This research aims to analyze the effectiveness of virtual group guidance using modelling techniques to increase students' interest in giving alms in terms of input, output and implementation process. The research method used is mixed methods, namely embedded design. This research involved class X students using purposive sampling, namely ten students for the experimental group and the control group. Researchers used research instruments on the psychological scale of interest in giving alms, interviews, observation and documentation. The research results found that 1) virtual group guidance using modeling techniques was proven to be effective in increasing students' interest in giving alms in terms of input and output. This is based on the pre-test score obtained in the experimental group, namely 165 (61.34%) in the poor category. Meanwhile, the average post-test score was 213.9 (79.81%) in the medium category. The sig (2-tailed) value obtained is 0.002, where $0.002 < 0.05$ from the results of the Paired Sampled T-Test. So, it is proven that there is a significant difference when compared before and after the treatment is applied. The Independent Sampled T-Test also shows that the sig (2-tailed) value is 0.008 where $0.008 < 0.05$, so it can be said that the experimental group is different from the control group regarding their average interest in giving alms; and 2) virtual group guidance with modelling techniques has proven to be effective in increasing students' interest in giving alms in terms of the implementation process which can be seen from the aspects of communication, resources, disposition and bureaucratic structure, all of which are in the high category.

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1. INTRODUCTION

Charity is a gift from one person to another sincerely and voluntarily in order to prove the truth of one's faith by hoping for the pleasure of Allah SWT. Sunarto (2015) explained that the word alms consists of the letters *shad*, *dal*, and *qaf* and from the element "*as-shidq*" which indicates the truth of

servitude to Allah SWT. Furthermore, Al-Jurjani stated that charity is a gift with the hope of a reward from Allah SWT. Therefore, a believer must prove that he truly believes in Allah SWT. Through giving charity, whether with assets or other than assets, so that he will get a reward from his Lord.

The charity has been found to significantly impact the lives of Muslims and contribute to their well-being (Nurjanah et al., 2021). Donating to charity can help save lives and contribute to the nation's efforts to eliminate poverty, pain, and ignorance. Charity can help absolve human sins. Furthermore, providing charity will result in numerous benefits from Allah SWT. In addition, philanthropy can help someone avoid hellfire. Moreover, individuals who engage in charitable acts will be provided shelter in the final days. It is important for individuals to express their interest in donating charity appropriately in order to donate to their assets and give charity in the name of Allah SWT. Slameto (Nisa, 2015; 2015) defines interest as a persistent inclination to recall and focus on different activities. The individual consistently focuses on an activity of interest, experiencing feelings of enjoyment and fulfillment. Interest is accompanied with a sense of enjoyment and curiosity towards something, without external influence dictating the liking or curiosity.

Interest in charity enthusiasm is a tendency to be interested, want to know, have attention, feel like it, feel happy, feel satisfied, and want to do charity sincerely and voluntarily with the hope of reward from Allah SWT. With a high interest in giving charity, each individual will give alms with a happy heart, do alms regularly, not be calculating (stingy) in giving charity, and be enthusiastic in doing and inviting others to charity. Apart from that, a high interest in giving charity will be able to calm people's hearts with their charity even though no one asks them to give charity.

However, there are still problems regarding people's interest in giving to charity as explained in Fodhil's (2021) research that some people already understand and implement zakat, *infaq* and *shodaqoh*. However, zakat, *infaq* and *shodaqoh* have not been implemented efficiently and optimally. In this case, there are several factors that could cause this, one of which is the lack of understanding and curiosity of the people in Tinggar village regarding zakat, *infaq* and *shodaqoh*.

Furthermore, based on preliminary studies, the results showed that there were still MAN 2 Palembang students who lacked interest in giving charity. From the results of distributing questionnaires at MAN 2 Palembang, data was obtained that there were 10.3% (27 people) of students who still had a very low interest in giving charity, 49.2% (129 people) of students who still had a low interest in giving charity, 22.1% (58 people) of students are in the high category, and 15.3% (40 people) of students are in the very high category. Apart from that, interviews conducted by researchers with guidance and counseling teachers at MAN 2 Palembang also obtained results that there were still students who had little interest in giving alms. In this case, some students are still less interested in giving charity. Apart from that, there are still students who do not feel happy, happy, or excited about giving alms. Furthermore, charity has not become the center of students' attention, thoughts and feelings. Some students also do not want to give charity and there is no satisfaction in giving charity.

Based on the problems above, the researcher will carry out group guidance as a guidance and counseling service that can be used to increase interest in giving charity. In this case, Gibson and Mitchell (2011) also define group guidance as a series of group activities that provide various information or experiences in a planned and organized group manner. Prayitno (2012) explains that the implementation of group guidance is carried out with the aim of improving individual communication and interaction skills in the process of exchanging opinions, thoughts and concepts within the group so as to bring about change in a better direction.

In this research, researchers will carry out virtual group guidance using modeling techniques to increase interest in charity. In this case, group guidance is carried out by utilizing the virtual world. According to Eccobar and Ostwald, the virtual world or what is called cyberspace can be associated with a technically born environment that allows individuals to be in a location that cannot be reduced only to physical space (Holmes, 2012). Meanwhile, according to Gibson, virtual world or cyberspace is a term that indicates that there is a space that is not real, but its existence can be felt and can become a reality in the mind. The virtual world with the use of the internet, has changed the world into a limitless

space. Humans can communicate with each other directly using Skype, live chat or video conference so that people can see each other's facial expressions by using cameras on devices that are connected to the internet (Nasrullah, 2022). Several applications that use video conferencing are the Zoom application, Google Meet, Whereby, GoToMeeting, and so on.

Several previous studies have been carried out, including Primasari's (2021) research on virtual group guidance using photovoice techniques; Ulya (2021) regarding virtual group guidance services in building resilience in facing the industrial revolution, Mutiah's (2022) about virtual group guidance in the new normal era; Permana (2022) regarding Group Tutoring Services Using Virtual-Based Short Films; and Hindradjat (2023) regarding a virtual collaborative group guidance model with value clarification techniques. Existing research has not utilized virtual group guidance using modeling techniques to overcome the lack of interest in charity among students. It is hoped that the research can be used as material for teachers to consider in increasing students' interest in charity with virtual groups using modeling techniques.

2. METHODS

This type of research was mixed methods research, namely embedded design. In mixed methods research with this type of embedded design, in quantitative research, researchers used quasi-experimental methods with the form of non-equivalent group pretest and posttest control group design. Meanwhile, for qualitative research, researchers used descriptive methods. In selecting research subjects, researchers used purposive sampling techniques.

In carrying out this effectiveness test, the researchers involved ten students as subjects in virtual group guidance treatment using modeling techniques by giving six treatments and ten students as subjects who were not given the treatment. Ten people were determined as research subjects based on the consideration that the number of members in implementing effective group guidance was no more than ten people. As for the descriptive research, which was to analyze the effectiveness of virtual group guidance using modeling techniques to increase students' interest in giving charity in terms of the implementation process, the research subjects were 10 students in the experimental group who were interviewed by the researcher and one guidance counsellor who collaborated in observing group guidance activities.

In the experimental research, the treatment in the experimental group took the form of virtual group guidance using modeling techniques. As for the control group, researchers carried out conventional group guidance where the group guidance was not carried out virtually and did not use counseling techniques. The treatment procedures were carried out by carrying out several procedures such as forming groups, carrying out pre-tests, providing treatment, carrying out post-tests, carrying out quantitative data analysis and preparing reports. Researchers used psychological scale research instruments as the main (main) instrument to obtain quantitative data. Apart from that, there were supporting instruments, namely interviews and observations to obtain maximum results. Prerequisite tests in the form of homogeneity tests and normality tests were applied by researchers before carrying out hypothesis testing. The hypothesis test was carried out by researchers using the t test (t-test), namely Independent Sample t-test and Paired Sample t-Test. Meanwhile, in descriptive research, data was analyzed using data analysis, namely data reduction, data display, and verification/conclusion drawing.

3. FINDINGS AND DISCUSSION

3.1. *The effectiveness of virtual group guidance using modelling techniques to increase students' interest in giving alms in terms of output level*

A comparison between the pre-test and post-test results of the experimental group (Group A) and the pre-test and post-test results of the control group (Group B) could prove the effectiveness of the

treatment that has been implemented. The comparison of the pre-test and post-test results for group A and the pre-test and post-test results for group B could be seen as shown in the following table:

Table 1. Comparison of pre-test and post-test results for group A and group B

Experimental Group (Group A)			Control Group (Group B)				
Subject	Σ , %, and Category	pre-test	post-test	Subject	Σ , %, and Category	pre-test	post-test
AV	Σ	115	207	AS	Σ	116	98
	%	42,75	77,24		%	43,28	36,57
IU	Category	Low	Medium	RD	Category	Low	Low
	Σ	116	190		Σ	114	113
RJ	%	43,12	70,90	KA	%	42,54	42,16
	Category	Low	Medium		Category	Low	Low
EA	Σ	101	194	RN	Σ	110	106
	%	37,55	72,39		%	41,04	39,55
TI	Category	Low	Medium	NH	Category	Low	Low
	Σ	220	228		Σ	108	77
NB	%	81,78	85,07	SF	%	40,30	28,73
	Category	High	High		Category	Low	Low
NM	Σ	250	259	RK	Σ	221	216
	%	92,94	96,64		%	82,46	80,60
ZG	Category	High	High	MZ	Category	High	Medium
	Σ	208	261		Σ	207	204
AA	%	77,32	97,39	SF	%	77,24	76,12
	Category	Medium	High		Category	Medium	Medium
SU	Σ	165	228	RK	Σ	265	252
	%	61,34	85,07		%	98,88	94,03
AA	Category	Low	High	MZ	Category	High	High
	Σ	102	177		Σ	163	161
ZG	%	37,92	66,04	MZ	%	60,82	60,07
	Category	Low	Medium		Category	Less	Less
AA	Σ	163	174	AZ	Σ	161	160
	%	60,59	64,93		%	60,07	59,70
SU	Category	Low	Medium	AZ	Category	Less	Less
	Σ	210	221		Σ	210	133
Average	%	78,07	82,46	AW	%	78,36	49,63
	Category	Medium	High		Category	Less	Less
Average	Σ	165	213,9	Average	Σ	167,5	152
	%	61,34	79,81		%	62,27	56,51
	Category	Low	Medium		Category	Low	Medium

Graph and Table 1 contained data, namely that the experimental group with a total of 10 students experienced an increase in their interest in giving charity scores, namely from the pre-test with an average score of 165 (61.34%) increasing in the post-test to 213.9 (79.81%). Meanwhile, the control group, which also had 10 students, did not experience an increase, in fact, the group experienced a decrease in their interest in giving charity scores, where the pre-test score was 167.5 (62.27%) while the post-test decreased to 152 (56, 51 %). So, it could be concluded that virtual group guidance using modeling techniques could be effective in increasing students' interest in giving charity.

The data contained in the table and graph above was then tested using the Paired Sampled T-Test and the Independent Sampled T-Test. In this case, researchers used the SPSS for Windows version 21 program to carry out a difference test between two paired samples. However, before carrying out these two types of tests, researchers carried out normality tests and homogeneity tests first. After carrying

out homogeneity and normality tests, the researcher tested the hypothesis using the Paired Sampled T-Test and the Independent Sampled T-Test. The results of the Paired Sampled T-Test in the experimental group (Group A) can be seen in the following table:

Table 2. Paired Sampled T-Test results in group A

	Paired Differences			95 % Confidence Interval of the Difference	t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Eror				
	Mean	Lower	Upper				
Pair 1	-	35.695	11.288	-74.434	-23.366	-4.332	9
Pre_Eks-	48.900						
Post_Eks							

Table 2 shows that the sig (2-tailed) value obtained was 0.002 where $0.002 < 0.05$. So, because the sig (2-tailed) value obtained was < 0.05 , this result proved that there was a significant difference between the final post-test data and the initial pre-test data in group A so it could be said that there was a significant influence from the treatment that had been implemented, namely virtual group guidance with modelling techniques in group A. The results of the Paired Sampled T-Test in Group B could be observed as follows:

Table 3. Results of the Paired Sampled T-Test in Group B

	Paired Differences			95 % Confidence Interval of the Difference	t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Eror				
	Mean	Lower	Upper				
Pair 1	15.500	23.656	7.481	-1.423	32.423	2.072	9
Pretest-							
Posttest							

The data above showed that the sig (2-tailed) value achieved was 0.068 where $0.068 > 0.05$. So, because the sig (2-tailed) value obtained was > 0.05 , this result proved that there was no significant difference between the final post-test data and the initial pre-test data in group B. Finally, the researcher conducted an Independent Sampled T-Test on both group A and group B.

Table 4. Results of the Independent Sampled T-Test for both group A and group B

	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
								Lower	
Result	Equal variances assumed	4.033	.060	3.006	18	.008	61.900	20.589	18.643
	Equal variances not assumed			3.006	13.871	.010	61.900	20.589	17.702
									106.098

Table 4 provides information that the sig (2-tailed) value obtained was 0.008 where $0.008 < 0.05$. So, because the sig (2-tailed) value obtained was <0.05 , this result proved that there was a difference in the average between students' interest in giving charity who were given virtual group guidance with modeling techniques in experimental group A and students in group B who were not given this treatment.

So, the results of good hypothesis testing using the Paired Sampled T-Test and the Independent Sampled T-Test showed that the statistical sig value was <0.05 so that H_0 was rejected and H_a was accepted. Thus, virtual group guidance with modeling techniques was effective in increasing students' interest in giving to charity.

3.2. The Effectiveness of Virtual Group Guidance with Modeling Techniques to Increase Students' Interest in Charity in View from the Implementation Process

Virtual group guidance using modeling techniques was carried out by researchers for MAN 2 Palembang students in six meetings. This activity was carried out only in the experimental group (group A) of 10 students, while the control group of 10 students was not given virtual group guidance using modeling techniques. This activity was implemented at a time that had been determined or mutually agreed, namely from May 2 2023 to May 18 2023.

Treatment was implemented using zoom meetings. In carrying out virtual group guidance using modeling techniques, the researcher determined the type of topic to be discussed, namely the task topic where the task topic was related to indicators of interest in giving to charity that would be achieved. The model or figure used in implementing virtual group guidance using modeling techniques was the Prophet Muhammad saw. and several friends who could be role models in increasing students' interest in giving charity. The implementation was carried out virtually without meeting face to face.

The effectiveness of implementing virtual group guidance using modeling techniques could be seen from the implementation process using George C. Edwards III's Public Policy Implementation model. This model explained that what could be a determinant in implementing a public policy includes factors namely resources, communication, bureaucratic structure, and disposition (attitude of the implementer). The observation results from these four aspects could be seen in the following table:

Table 5. Observation results on the treatment implementation process in terms of four aspects of George C. Edwards III's Public Policy Implementation Model

No.	Aspect	Σ	Category
1.	Communication	14	High
2.	Resource	23.3	High
3.	Structure bureaucracy	9.33	High
4.	Disposition	9.17	High

The observations above showed that virtual group guidance using modeling techniques seen from the implementation process using George C. Edwards III's Public Policy Implementation model could be effective. This was also reinforced by the results of interviews that researchers conducted with Guidance and Counseling teachers which showed that the implementation process was good. By achieving success in the four factors described above in the process of virtual group guidance using modeling techniques that have been carried out by researchers, the implementation of virtual group guidance using modeling techniques has been proven to be carried out effectively and efficiently.

It was very important to increase the interest in giving charity. Interest in giving alms was a tendency to be interested, want to know, have attention, feel like it, feel happy, feel satisfied, and want to do charity sincerely and voluntarily with the hope of reward from Allah SWT. With a high interest in giving charity, each individual will give charity with a happy heart, do charity regularly, not be calculating (stingy) in giving charity, and be enthusiastic in doing and inviting others to charity. Apart

from that, a high interest in giving charity will be able to calm people's hearts with their charity even though no one asks them to give charity.

The problem that MAN 2 Palembang students still had interest in giving to charity leads researchers to conduct virtual group guidance using modeling techniques. With the conveniences obtained in the virtual world, group guidance carried out by counselors will utilize the virtual world so that these activities could be carried out in a more flexible time and place by using video conferencing which can show the faces of group members so that they appeared to be truly present in reality. Virtual group tutoring could be applied anywhere and at any time so it was not limited by distance and time. Apart from that, students as group members were required to be more independent in participating in these activities. The researchers carried out these activities through five stages in the implementation process, where the five stages include the formation, transition, activity, conclusion and termination stages. The implementation was carried out using zoom meetings with a total of six meetings.

The research findings presented aligned with investigations conducted by earlier researchers. A study by Kayabol et.al. (2022) titled "Integrating video-modeling into counselling skills and techniques course and its impact on counselling self-efficacy" was undertaken. The effectiveness of VM was analysed using a paired sample t-test, while content analysis was employed to assess qualitative data. The study found that incorporating Video-Modeling (VM) into courses improved students' self-efficacy in utilising approaches and overall Counselling Self-Efficacy (CSE).

Apart from that, there are also Primasari et al. (2021). The results of this research were that there was a difference between the scores before treatment and the scores after treatment. Data analysis carried out using the Wilcoxon test resulted in asymp sig (2-tailed) = 0.012. Thus, virtual group guidance with photovoice techniques was effective in increasing the empathy of junior high school students. This research was also conducted by Hendrik and Sukmawati (2021). This research obtained results namely that the student's self-concept score before treatment was 160.2 points, while the student's self-concept score after being given treatment was 217.7 points. Thus, it could be concluded that there was an increase in students' self-concept scores after being given online group guidance.

The results of this research support the opinion of Prayitno (2015) which states that group guidance and counseling in group dynamics can develop social abilities, a strong personality, effective communication skills, an attitude of tolerance, tolerant giving and receiving, a democratic attitude and social responsibility with high independence. Based on the results of the data analysis above, it can be concluded that virtual group guidance services using modeling techniques are effective in increasing interest in giving charity. Maemun's opinion (2012) is that group guidance using modeling techniques is a guidance effort through group activities carried out by observing and presenting models directly to achieve the goals of guidance and counseling, so that certain personal or social skills can be obtained by observing and modeling behavior. existing models. Perry and Furukawa (Abimanyu & Manrihu, 2015) state that the modeling technique is a component of a strategy where the counselor provides a demonstration of the behavior that is the goal. Taufik (2016) stated that modeling techniques are given by clients observing other people as models to emulate. Then the client is given reinforcement if he is able to imitate the model given. This is mainly done to acquire social skills behavior.

4. CONCLUSION

This study found that virtual group guidance utilising modelling techniques effectively increased students' interest in giving alms both in terms of outcomes and the implementation process, including communication, resources, disposition, and bureaucratic structure, all of which were rated highly. Virtual group guidance utilising modelling techniques has been demonstrated to be effective and efficient. Teachers should include comparable methods into their counselling programmes to promote altruistic behaviour in students. This research is limited by a small sample size, little financing, and indirect student involvement. Future studies could investigate the enduring effects of virtual interventions on philanthropic attitudes and behaviour.

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