The Relationship Between Social Engagement and Social Awareness Among Students in an Islamic Education Program

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Abstract:
> The era of globalization with digital communication technology has led to a decline in social awareness in society. As agents of change, students play an important role in building social awareness through their involvement in various activities. This study aims to examine the extent of the influence of social engagements on the social awareness of Islamic education (PAI) students of Sultan Aji Muhammad Idris State Islamic University of Samarinda who have shown active participation in the community service program organized by the Association of Islamic Education Study Program

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Students (HMPS PAI) and the "*Teman Panti*" program by EPIC (Excellent People of International Class) community. This research uses a quantitative approach with a correlational research design, while purposive sampling is based on predetermined criteria. Data analysis used normality, linearity, simple regression, correlation, coefficient of determination, and t-test to measure the influence and significance of the relationship between variables. The results showed that social engagement have a positive and significant effect on the social awareness of PAI students, with a significance value of 0.003 <0.05 and t-count (3.156) > t-table (1.675). The correlation between the two variables falls into the moderate category (Pearson Correlation 0.408), with social engagement contributing 16.6% to students' social awareness. This finding confirms the importance of social engagement as an effective strategy in fostering social awareness among students.

Keywords: social engagement, social awareness, students, Islamic education

A. Introduction

The era of globalization has brought significant changes to patterns of social interaction, particularly with the rapid advancement of digital communication technologies. Communication systems are one of the cultural aspects that play a crucial role in driving social change[1]. However, alongside this progress, negative impacts have emerged in the form of declining social awareness within society, marked by a tendency for individuals to focus more on the digital world than on their immediate surroundings. This decline in social awareness is evident in behaviors where people prefer to document incidents rather than to offer direct assistance[2]. Such conditions indicate that values of empathy and solidarity are gradually being displaced by individualistic behavior and digital culture.

To overcome this, strengthening moral and ethical education is very important. This education needs to be instilled from an early age, in the family, school, and community environments. This is because caring attitudes towards others do not arise naturally at birth but are formed through human interaction with people and

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[1] Anthony Giddens and Simon Griffiths, *Sociology*, 5th ed. (Cambridge: Polity Press, 2006).

[2] Subekhan et al., "Pembentukan Sikap Kepedulian Sosial Peserta Didik Melalui Program Jum'at Berbagi," *Geneologi PAI: Jurnal Pendidikan Agama Islam* 10, no. 2 (2023): 209–20, https://doi.org/10.32678/geneologipai.v10i2.9459.

the surrounding environment[3]. The success of moral and ethical education in families and schools will be more optimal if there is support from the wider community[4]. The synergy among these three environments will create an educational ecosystem that is conducive to forming individuals with character.

In general, education is a life process that aims to develop the potential of everyone in order to live a meaningful life[5]. In its application, education can be divided into two main types: namely formal education and non-formal education. Formal education is obtained through official institutions such as schools and includes various levels, ranging from basic education to higher education. Meanwhile, non-formal education is a form of learning organized outside the formal education system[6]. Higher education itself is one of the institutions within formal education that plays an important role in organizing the learning process for students. It is here that the process of character building and professional competence of individuals is deepened to prepare them for more complex social lives.

Students as young intellectuals are expected to be drivers of positive social change. The involvement of students in various aspects of life plays a very important role, considering that they are the next generation of leaders in the future. Therefore, students are encouraged to participate in social engagement to train themselves to face various challenges that arise in everyday life[7]. Social engagement has the potential to strengthen students' sense of social care in accordance with Albert Bandura's social learning theory, which states that

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[3] Sizka Ayu Andita, "Hubungan Antara Kepedulian Sosial Dengan Penyesuaian Sosial Siswa Kelas V SD Se-Gugus I Sendangtirto," *Basic Education* 8, no. 9 (2019): 918–29, https://journal.student.uny.ac.id/ojs/pgsd/article/view/15043.

[4] Lailatul Mahmudah et al., "Korelasi Keaktifan Berorganisasi Dengan Prestasi Belajar Mahasiswa," *Borneo Journal of Islamic Education* 2, no. 1 (2022): 25–35, https://doi.org/10.21093/bjie.v2i1.5498.

[5] Adi Siswanto, Rega Armella, and Ahmad Fadhel Syakir Hidayat, "The Influence of Social Media on Mazmumah Morals in Students of SMP Negeri 34 Samarinda," *Borneo Journal of Islamic Education* 3, no. 2 (2023): 195–209, https://doi.org/10.21093/BJIE.V3I2.8191.

[6] Rega Armella, "Hubungan Persepsi Dan Preferensi Lulusan SLTA Terhadap Minat Memilih Perguruan Tinggi Keagamaan Islam Negeri Di Samarinda," *Borneo Journal of Islamic Education* 1, no. 2 (2021): 145–53, https://doi.org/10.21093/bjie.v1i2.3508.

[7] Henni Endayani, "Pengembangan Keterampilan Sosial Mahasiswa IPS Melalui Organisasi Perguruan Tinggi" (Undergraduate Thesis, UINSU Medan, 2023).

individuals learn through the process of imitating and observing behavioral examples from figures who are considered role models[8].

Ade Arif Abdillah's research found that participation in Bratasena Fordika activities had a positive effect on instilling the value of social care among Fordika FKIP UNILA members for the 2021 management period. The study concluded that being involved in social engagement is effective in fostering social awareness among students. This implies that encouraging student involvement in such activities can increase social awareness values[9]. The selection of Islamic education (PAI) students as research subjects was based on their role as prospective teachers who are tasked with developing moral and social principles in society, and because they constitute the largest group of students at Sultan Aji Muhammad Idris State Islamic University of Samarinda.

Based on preliminary observations, there are two Islamic Education student organizations that actively organize social engagement: the Association of Islamic Education Study Program Students (HMPS PAI) with community service and social service programs, and the EPIC (Excellent People of International Class) community with the "*Teman Panti*" program. The preliminary survey showed that 63.7% of students stated that social engagement has a very positive effect on their social care. This study aims to determine how much influence social engagement have on the social awareness of PAI students at Sultan Aji Muhammad Idris State Islamic University of Samarinda (UINSI Samarinda).

B. Literature Review

1. Social Engagement

Social engagements are defined as activities that involve various aspects of society, especially in the surrounding environment, with the aim of achieving common interests[10]. Community participation is a crucial element in their implementation. For students, social engagement serves as a means to make positive contributions to society, which not only benefit the beneficiaries but also provide valuable experience and learning for the students involved.

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[8] Feida Noorlaila Isti'adah, *Teori-Teori Belajar Dalam Pendidikan*, ed. Rahmat Permana (Tasikmalaya: Edu Publisher, 2020).

[9] Arif Abdillah Ade, "Pengaruh Kegiatan Bratasena Fordika Terhadap Penanaman Nilai Sikap Kepedulian Sosial Bagi Anggota Fordika FKIP UNILA Periode Kepengurusan 2021" (Undergraduate Thesis, Universitas Lampung, 2023).

[10] Rahma Julita et al., "Kegiatan Sosial Kemasyarakatan Oleh Yayasan Buddha Tzu Chi Di Perumahan Cinta Kasih Lubuk Buaya," *Journal of Education, Cultural and Politics* 3, no. 1 (2023): 133–43, https://doi.org/10.24036/jecco.v3i1.160.

Several main concepts that form the foundation of social engagement include: social care that emphasizes the importance of empathy for the needs of others; social justice that aims to reduce inequality and ensure equal treatment; togetherness and solidarity that strengthen social relationships; active participation in all stages of activities; sustainability that produces long-term positive impacts; and responsiveness to local contexts that ensures the relevance and effectiveness of activities. Social engagement can be categorized into several types, including environmental social engagement that focus on nature conservation, religious social engagement that include religious practices and community services, and humanitarian social engagement that aim to help others in difficult situations[11].

2. Social Awareness

Social awareness refers to attitudes and behaviors that demonstrate attention, empathy, and responsibility toward the welfare of others and society at large. This attitude reflects individuals' involvement in understanding and empathizing with conditions experienced by others, especially those facing difficulties[12]. The essence of social awareness is the willingness to help, support, and share with individuals or groups in need, both economically and emotionally. This is manifested through various activities such as making donations, participating in voluntary activities, advocating for human rights, and engaging in movements to address social issues like poverty, hunger, inequality, and discrimination[13].

Social awareness also means paying attention to and helping to solve problems for the common good without interfering with others' personal affairs. This attitude fosters the consciousness to take concrete action,

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[11] Tasya Amanda, "Partisipasi Masyarakat Dalam Kegiatan Sosial Di Gampong Bak Cirih Kecamatan Montasik Kabupaten Aceh Besar" (Undergraduate Thesis, UIN Ar-Raniry Aceh, 2023).

[12] Safitri Sonia, "Peran Gebyar Pelajar Lampung (GPL) Dalam Membangun Solidaritas Kepedulian Sosial Remaja Di Kota Bandar Lampung" (Diploma Thesis, UIN Raden Intan Lampung, 2023).

[13] Ridi Nismoro, Henny Sri Mulyani, and Lilis Puspitasari, "Analisis Perilaku Karakter Marisol Dalam Film A Man Called Otto Sebagai Representasi Kepedulian Sosial," *Imajinasi : Jurnal Ilmu Pengetahuan, Seni, Dan Teknologi* 1, no. 3 (2024): 26–46, https://doi.org/10.62383/imajinasi.v1i3.215.

prioritize social goals over personal interests, and create balance in society[14]. Based on theories proposed by Furqon[15], Samani and Hariyanto[16], and Sulhan[17], there are five main selected indicators that reflect aspects of social awareness attitudes and behaviors that can be measured in students' social engagement: a) Caring for others; b) Willingness to engage in community activities; c) Showing compassion for humans and other creatures; d) Sharing with others e) Prioritizing collective interests.

C. Research Methods

This study used a quantitative approach with correlational research design to determine the relationship between two variables. The correlational strategy aimed to evaluate crucial elements regarding the connection between two or more variables in a sample or the total population[18]. The survey method was implemented by distributing questionnaires as the primary instrument for data collection. This research focused on a representative sample of the target population with the aim of analyzing the effect of involvement in social engagement on the level of social awareness of students in the Islamic Education Study Program at Sultan Aji Muhammad Idris State Islamic University of Samarinda.

1. Population and Sample

The population in this study consisted of all active students in the Islamic education (PAI) study program at UINSI Samarinda who were enrolled in the 2021-2023 cohorts, totaling 742 respondents based on the results of the Association of Islamic Education Study Program Students (HMPS PAI) survey. The research sample was selected using a non-probability sampling technique with purposive sampling, where the sample selection was based on specific criteria that had been determined. The sampling criteria were

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[14] Budi Suhartawan, "Kepedulian Sosial Di Tengah Wabah Covid 19 Dalam Perspektif Hadis," *DIRAYAH: Jurnal Ilmu Hadis* 2, no. 1 (2021): 1–18, https://e-jurnal.stiqarrahman.ac.id/index.php/dirayah/article/view/46.

[15] Muhammad Furqon Hidayatullah, *Pendidikan Karakter : Membangun Peradaban Bangsa* (Surakarta: Yuma Pustaka, 2010).

[16] Muchlas Samani and Haryanto, *Konsep Dan Model Pendidikan Karakter* (Bandung: PT. Remaja Rosda Karya, 2014).

[17] Najib Sulhan, *Panduan Praktis Pengembangan Karakter Dan Budaya Bangsa Sinergi Sekolah Dengan Rumah* (Surabaya: Jaring Pena, 2011).

[18] Hamed Taherdoost, "What Are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations," *Journal of Management Science & Engineering Research* 5, no. 1 (2022): 53–63, https://doi.org/10.30564/jmser.v5i1.4538.

active students in the PAI study program from the 2021-2023 cohorts at UINSI who had participated in social engagement. Social engagement that was the focus of this research were formal social engagement carried out through organizations or communities in the campus environment. Based on the results of preliminary research through the distribution of Google Forms, 80 students were obtained who met these criteria.

2. Instruments

The research instrument used was a closed questionnaire with a Likert scale as a measuring tool. There were two main instruments: one to measure social engagement and another to measure social awareness. For the social activity variable, the indicators used included: (1) environmental social engagement (6 items), (2) religious social engagement (5 items), and (3) humanitarian social engagement (4 items). Meanwhile, for the social awareness variable, the indicators used included: (1) caring for others (6 items), (2) willingness to be involved in community activities (5 items), (3) loving humans and other creatures (5 items), (4) sharing with others (4 items), and (5) prioritizing common interests (4 items).

The data collection process was carried out through observation to determine the implementation of social engagement in which respondents had participated, as well as by distributing questionnaires containing questions related to the research. To ensure the validity of the data, validity and reliability tests were conducted. The validity test used Pearson's product moment method with the criteria that r-count > r-table for valid items. The sample for the validity test consisted of 28 respondents from the 2021 cohort who had participated in campus social engagement. Meanwhile, the reliability test used the Cronbach's Alpha method with a value criterion > 0.60 for reliable data.

3. Procedures of Research

Data analysis was carried out with the help of IBM SPSS software. Before conducting hypothesis testing, prerequisite tests were carried out which included:

a. Normality test using the Kolmogorov-Smirnov (KS) method with normal distribution data criteria if the p-value > 0.05.

b. Linearity test to ensure a linear relationship between variables with the criteria that there was a linear relationship if the sig.deviation from linearity value> 0.05.

To test the research hypothesis, namely "Social engagement have a significant positive effect on the social awareness of Islamic education students at UINSI Samarinda", several analysis methods were used:

a. Simple regression test to determine whether there was a correlation between variables with the criteria that Ha was accepted if the significance value < 0.05.

b. Correlation test to examine the relationship between variables and measure the level of relationship based on the coefficient interval (0.00-0.199: very low; 0.20-0.399: low; 0.40-0.599: medium; 0.60-0.799: strong; 0.80-1.000: very strong).

c. Calculation of the coefficient of determination using the formula $KD = r^2 \times 100\%$ to measure how much variable X affected variable Y.

d. T-test to test the significance of the effect with the criteria that there was asignificant effect if the sig value. <0.05 or t-count> t-table.

D. Findings

This section presents data obtained through a quantitative approach with data collection techniques consisting of observations and questionnaires. The research results are presented objectively and factually based on the data analysis that was carried out.

1. Data Validity Test

The instrument validity test was carried out using Pearson's Product Moment correlation with 28 respondents at a significance level of $\alpha = 0.05$ (r-table = 0.374). Among the 15 statement items for the social activity variable (X), there were 13 valid items and 2 invalid items (items 4 and 13). Meanwhile, among the 24 statement items for the social concern variable (Y), there were 22 valid items and 2 invalid items (items 5 and 12). Invalid items were removed from the research instrument.

Table: 1 Reliability Test Result of Research Instruments

Variable	Cronbach's Alpha	Note
Social Activities	0,919	Reliable
Social Concern	0,904	Reliable

The reliability test results showed that both instruments had an adequate level of reliability with a Cronbach's Alpha value > 0.60, making them suitable for measurement in the next stage of research.

2. Descriptive Analysis

Data describing the respondents' level of participation in social activities and level of social concern were collected through observation and questionnaires. Descriptive analysis included the minimum, maximum, mean, and standard deviation values for each variable.

Table: 2 Results of Descriptive Statistical Analysis

Variable	Minimum	Maximum	Mean	Standard Deviation
Social Activities	21	58	39,1731	8,32836
Social Concern	81	108	94,1538	7,69870

The social activity variable, consisting of 13 statement items with a scale of 1-5 (theoretical score 13-65), had a mean value of 39.1731 with a standard deviation of 8.32836, indicating that the level of social activities among PAI students at Sultan Aji Muhammad Idris State Islamic University of Samarinda was in the medium category tending toward high.

The social concern variable, consisting of 22 statement items with a scale of 1-5 (theoretical score 22-110), had a mean value of 94.1538 with a standard deviation of 7.69870, indicating that the level of social concern among PAI students was in the high category because it was close to the theoretical maximum score.

3. Prerequisite Test Analysis

Before conducting inferential analysis, a prerequisite test was carried out which included testing the normality and linearity of the data.

Table: 3 Data Normality Test Results

Variable	Kolmogrov-Smirnov Test Results	Normality Criteria	Description
Social Activities and Social Concern	*Sig.* 0,961	*Sig.* > 0,05	Normal

The results of the normality test using the Kolmogorov-Smirnov method showed a significance value of 0.961 > 0.05, leading to the conclusion that the data were normally distributed and fulfilled the normality assumption for parametric statistical analysis.

Table: 4 Linearity Test Results

Variable	ANOVA Test Results	Linearity Criteria	Description
Social Activities and Social Concern	*Sig.* 0,651	*Sig.* > 0,05	Linear

Linearity testing resulted in a significance value of 0.651 > 0.05, indicating that there was a linear relationship between the variables of social activities and social concern. This meant that any change in the social activity variable tended to have a proportional effect on the social concern variable.

4. Hypothesis Testing

To test the research hypothesis, a simple regression test, correlation test, calculation of the coefficient of determination, and t test were conducted.

Table: 5 Simple Regression Test Results

Variable	Regression Test Result	Significance Criteria	Description
Social Activities and Social Concern	*Sig.* 0,003	*Sig.* < 0,05	Ha accepted

Based on the results of the simple linear regression test, a significance value of 0.003 < 0.05 was obtained, indicating that the alternative hypothesis (Ha) was accepted. Thus, it could be concluded that social activities had a significant positive influence on the level of social concern among students.

Table: 6 Correlation Test Results

Variable	Pearson Correlation Value	Correlation Criteria	Description
Social Activities and Social Concern	0,408	0,40-0,599	Moderate Correlation

The results of the Pearson Product Moment correlation test showed a correlation coefficient value of 0.408, which was in the moderate correlation category. This indicated a moderate relationship between social activities and student social concern.

Table: 7 Test Results of the Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,408	0,166	0,149	7,10035

Based on the calculation of the coefficient of determination, the R Square value was 0.166, which indicated that the contribution of the social activity variable to the student social concern variable was 16.6%, while 83.4% was influenced by other factors not examined in this study.

Table: 8 Results of t-test

Variable X	t-count	t-table	Sig (p-value)	Description
Social Activities	3,156	1,675	0,003	Significant

The t-test analysis showed that the value of t-calculated (3.156) > t-table (1.675) and the significance value of 0.003 < 0.05, strengthening the conclusion that there was a significant positive influence of social activities on the social concern of PAI students at Sultan Aji Muhammad Idris State Islamic University of Samarinda.

E. Discussion

Based on the data obtained from the research questionnaire, socio-religious activities are the type of activities most frequently followed by PAI students at Sultan Aji Muhammad Idris State Islamic University of Samarinda. This shows students' tendency to be more active in activities that have spiritual and religious values, such as celebrating religious holidays, conducting religious studies, breaking fast together, and sharing *takjil*. In contrast, social environmental activities were recorded as the least frequently participated in.

The statistical analysis conducted included a series of tests, starting with the statistical prerequisite tests for normality and linearity. The test results showed that the research data were normally distributed and that there was a significant linear relationship between the variables of social activities (X) and social concern (Y). Furthermore, hypothesis testing using simple linear regression analysis resulted in a significance value of 0.003 (<0.05), which means that the alternative hypothesis (Ha) was accepted. This finding indicates a significant influence of social activities on students' social concern.

Additional correlation tests show a Pearson Correlation value of 0.408, which falls into the medium correlation category. The calculation of the coefficient of determination yields a figure of 16.6%, indicating that social activities contribute 16.6% to students' social concern, while the remaining 83.4% is influenced by other factors.

This relatively small percentage of influence can be understood through the perspective of social concern formation, which is a complex characteristic resulting from dynamic interactions between internal and external factors. Internal (endogenous) factors include psychological processes such as suggestion, imitation, recognition, and sympathy that build awareness of the importance of social concern. Meanwhile, external (exogenous) factors include

the influence of the family environment, society, and educational institutions that shape habits and patterns of social interaction through daily experiences[19].

The low percentage of influence from social activities (16.6%) indicates that although social activities are one of the contributing external factors, there are many other factors that play more dominant roles. Internal factors such as the processes of suggestion and sympathy that develop early, as well as other external factors such as family upbringing, pre-campus social experiences, and values from the community of origin, likely account for a larger percentage in the formation of students' social concern.

In the context of Islamic Education students, the results of this study can be attributed to the influence of Islamic teachings that instill the values of social concern fundamentally through the Qur'an and Hadith. The concept of social care in Islam is reflected in various aspects, such as the obligation of zakat, the recommendation of charity, *amar ma'ruf nahi munkar*, *ukhuwah Islamiyah*, and helpful attitudes. Since childhood, PAI students have most likely been accustomed to these values through religious education, their family environment, and habits in the Muslim community.

Thus, the social concern of PAI students is not only formed through participation in social activities, but has also been embedded as part of religious principles and beliefs. As individuals who receive formal religious education, PAI students tend to already have a strong moral and ethical foundation for caring, which is influenced by their understanding and practice of Islamic values in daily life.

Based on the results of the t-test with a significance value of 0.003 (<0.05) and t-count (3.156) > t-table (1.675), it can be concluded that social activities have a positive and significant influence on the social concern of PAI students at Sultan Aji Muhammad Idris State Islamic University of Samarinda. This means that, although not large in percentage terms, students' involvement in social activities still contributes significantly to increasing their social concern. This shows that the more often students are involved in social activities, the greater their chances of having a higher level of social concern.

F. Concluding Remarks

This study confirms the positive and significant influence of social activities on the social concern of Islamic Education students of Sultan Aji Muhammad Idris State Islamic University of Samarinda. This finding is supported by the results of statistical tests that show a significance value of 0.003 (smaller than the threshold

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[19] W.A. Gerungan, *Psikologi Sosial*, 3rd ed. (Bandung: PT. Refika Aditama, 2010).

of 0.05) and a t-count value (3.156) that exceeds the t-table (1.675). The correlation between the two variables is at a moderate level with a Pearson Correlation value of 0.408. Although the contribution of social activities to social concern is only 16.6%, this result is still meaningful in the context of student character development. While 83.4% of social concern is influenced by other factors, both internal and external, increasing student participation in various social activities can still be used as a strategy to enhancer social concern.

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