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Volunteerism in Islamic Da'wah and Parental Emotional Regulation in Families of Children with Disabilities: A Systematic Review

Noornajihan Jaafar^{1*}, Nurul Thoilah Mohd Nabil¹, Nik Farid Nik Abdul Aziz¹, Zati Nazifah Abdul Rahim¹

¹ Faculty of Quranic and Sunnah Studies, Universiti Sains Islam Malaysia (USIM), Bandar Baru Nilai 71800, Negeri Sembilan, Malaysia;

*Corresponding author: noornajihan@usim.edu.my

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Abstract: Volunteerism constitutes a major pathway for community development and civic participation. Within Islamic da'wah, volunteering extends beyond communal engagement to encompass forms of emotional, spiritual, and practical support that may be particularly salient for parents raising children with disabilities. Yet, empirical work that delineates the defining characteristics of da'wah volunteers who contribute to parents' emotional regulation remains limited, and systematic syntheses in this domain are scarce. To address this gap, this study undertakes a Systematic Review of scholarship on volunteers engaged in Islamic da'wah involving persons with disabilities (PwD), with specific attention to their potential role in strengthening parental emotional regulation. The review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Searches were performed in Web of Science, Scopus, and Google Scholar to maximize coverage across relevant disciplines. The study's contribution lies in integrating volunteer trait domains with parental emotional regulation within an Islamic conceptual frame an intersection that has received limited attention in prior literature. Overall, the findings underscore the multifaceted role of da'wah volunteers in advancing inclusive and sustainable da'wah practices while providing emotional, psychological, and social support to parents of children with disabilities. The review offers actionable implications for policymakers and practitioners seeking to design structured volunteer development programs that strengthen inclusive da'wah and promote family well-being, resilience, and community participation.



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Keywords: volunteerism; Islamic da‘wah; parental emotional regulation; children with disabilities; persons with disabilities (PwD); inclusive community support.

伊斯兰达瓦志愿服务与残障儿童家庭父母情绪调节：系统综述

摘要：

志愿服务是推动社区发展与公民参与的重要途径。在伊斯兰达瓦 (da‘wah) 的语境下，志愿服务不仅促进社区动员与公共参与，更涵盖情感、灵性与实践层面的支持，这对于抚养残障儿童的父母而言尤其意义。然而，关于能够促进父母情绪调节的达瓦志愿者之关键特征，目前相关实证研究仍较为有限，且该领域的系统性综合亦相对匮乏。为弥补这一研究空白，本研究对参与面向残障人士 (PwD) 的伊斯兰达瓦志愿服务之相关文献开展系统综述，重点考察此类志愿服务在强化父母情绪调节方面的潜在作用。综述过程遵循系统综述与荟萃分析报告规范 (PRISMA)。为尽可能覆盖相关学科与研究成果，本研究在 Web of Science、Scopus 与 Google Scholar 三大数据库中开展检索。本文的学术贡献在于：在伊斯兰概念框架下，将志愿者特质维度与父母情绪调节相结合进行综合分析。这一交叉议题在既有研究中较少被系统探讨。总体而言，研究结果凸显达瓦志愿者在推进包容性与可持续达瓦实践的同时，亦能为残障儿童父母提供情感、心理与社会支持，发挥多维度作用。本研究进一步为政策制定者与实践工作者提供可操作的启示，支持其设计更为结构化的志愿者培养与发展项目，以强化包容性达瓦并促进家庭福祉、心理韧性与社区参与。

关键词： 志愿服务；伊斯兰达瓦；父母情绪调节；残障儿童；残障人士 (PwD) ；包容性社区支持。

1. Introduction

Volunteerism in Islamic community life functions simultaneously as a faith-informed moral practice and a civic resource for social cohesion and community capacity-building. In the Malaysian context, the emphasis on structured volunteer participation has been articulated in national advocacy priorities for Persons with Disabilities (PwD), positioning volunteer engagement as a practical mechanism to widen inclusion and improve service reach. Within Islamic da‘wah, volunteerism further carries a normative imperative grounded in *rahmatan lil-‘alamin* (mercy to all creation) and in the dissemination of religious knowledge for diverse learner groups, including persons with disabilities.

Empirically, existing studies indicate that inclusive religious and educational initiatives for PwD require context-sensitive pedagogy, communication, and adaptation. Work on Qur’anic teaching for learners with hearing disabilities highlights the centrality of teacher–learner communication and instructional strategies tailored to special needs [5]. Related evidence on Islamic education delivery for students with intellectual disabilities similarly underscores the need for modified learning approaches within special education settings [15]. Technology-mediated religious learning has also been examined, for example through repetition-based (*takrir*) approaches embedded in Qur’an memorization applications designed for autism

populations [17]. Collectively, these strands suggest that effective da‘wah practice for PwD is not only a question of access, but also of volunteer competencies and program design.

At the same time, PwD-focused da‘wah operates in social environments shaped by internal constraints (e.g., self-confidence) and external constraints (e.g., societal attitudes and policy arrangements). Evidence from PwD experiences in Singapore, for instance, documents how low self-confidence and broader social–institutional barriers can jointly limit the enactment of Islamic values and full inclusion [9]. This points to the practical importance of volunteer roles that are not limited to instructional support but extend to psychosocial and family-facing dimensions.

The family context is especially salient. Parents raising children with learning disabilities often face sustained psychosocial demands and require coping capacities that influence family functioning and well-being [6]. Within PwD da‘wah settings, volunteers may therefore play a dual role: supporting PwD access to religious learning and offering relational and emotional scaffolding to parents, potentially strengthening parental emotional regulation through encouragement, structured support, and culturally meaningful spiritual resources. However, whether and how volunteers’ characteristics map onto such family-facing contributions has not been synthesized systematically.

Accordingly, this review focuses on the characteristics of da‘wah volunteers working with PwD,

with particular interest in trait- and skill-domains that may plausibly underpin supportive interactions with parents. Prior literature suggests that volunteering outcomes are associated with motives and value orientations [1], functional motives [7], and satisfaction-related motivational drivers in Muslim youth volunteerism [20]. Volunteer participation is also linked to soft-skill development, including interpersonal competencies gained through structured community service activities [1]. In parallel, volunteer effectiveness in organizational settings is associated with psychological and personality-linked factors (e.g., Big Five traits) that shape organizational citizenship behavior [12], while self-confidence and soft skills appear mutually reinforcing in student volunteer participation [16]. Volunteer management practices and retention issues further indicate that sustaining volunteering requires organizational and individual-level conditions [11]. These findings provide a substantive basis for conceptualizing “volunteer characteristics” as a multi-domain construct encompassing motives, skills, personality/psychological resources, and self-efficacy-related beliefs domains that this SLR consolidates for the PwD da‘wah context.

Although research on volunteerism in Malaysia and the broader region has expanded, the evidence base relevant to PwD da‘wah volunteers remains fragmented across (i) studies of motives and soft skills in community service and university volunteer settings [1], (ii) meta-analytic treatments of functional motives [7], (iii) youth volunteer motivation in Muslimah contexts [20], (iv) volunteer behavioral correlates such as personality and organizational citizenship [12], and (v) volunteer management and retention in voluntary organizations [11]. In parallel, PwD-oriented Islamic education and da‘wah initiatives have been discussed primarily from pedagogical, communication, and programmatic perspectives [5], [15], [17], with additional insight into PwD barriers and lived experiences [9] and family psychosocial adjustment needs [6]. What is missing is a systematic synthesis that (a) isolates characteristics specific to PwD da‘wah volunteers and (b) interprets these characteristics in relation to the family-facing demands of PwD contexts particularly the emotional and coping needs of parents.

This gap has practical implications. Without a consolidated evidence map of volunteer characteristics, programs risk relying on implicit assumptions about “good volunteers,” rather than evidence-informed recruitment, training, and retention strategies. The absence of a systematic synthesis also limits theory-building on how motives, skills, personality-related factors, and self-efficacy resources jointly shape volunteer capacity in inclusive religious outreach, and how such capacity may extend to supporting parental emotional regulation in families of children with disabilities [6]. Therefore, a Systematic Literature

Review (SLR) is required to transparently identify, appraise, and integrate existing findings into a coherent framework for PwD da‘wah volunteer characteristics, drawing on relevant empirical evidence from volunteerism, Islamic education for PwD, and psychosocial family research [1], [5], [6], [7], [9], [11], [12], [15], [16], [17], [20].

The objective of this SR is to systematically identify, appraise, and synthesize empirical evidence on the characteristics of volunteers involved in Islamic da‘wah initiatives for PwD, consolidating trait- and competence-domains (e.g., motives, skills, psychological/personality factors, self-efficacy resources) reported across the literature [1], [7], [11], [12], [16], [20].

This review contributes at three levels:

1. Practice (program design and delivery): By consolidating evidence on volunteer characteristics relevant to PwD da‘wah, the review supports more defensible recruitment and training designs for inclusive religious education and outreach, where communication and pedagogy must be adapted to special needs [5], [15], [17].
2. Family-facing support: By explicitly connecting volunteer characteristics to the psychosocial realities of families raising children with disabilities, the review foregrounds the potential mechanisms through which volunteers can support parental coping and emotional regulation, informed by evidence on parental psychosocial adjustment in learning disability contexts [6].
3. Research and policy: The synthesis clarifies what is known and what remains uncertain about the motivational [1], [7], [20], skill-related [1], [16], psychological/personality-linked [12], and organizational/retention-related dimensions [11] of volunteering, enabling more precise future empirical studies and more coherent policy and institutional frameworks for sustainable volunteer engagement in PwD-inclusive da‘wah.

2. Systematic Review Methods

2.1. Reporting Standard and Protocol

This systematic literature review (SLR) was designed and reported in alignment with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) to strengthen transparency, reproducibility, and methodological rigor in evidence identification and synthesis. Although PRISMA originated in biomedical and public health research, its structured checklist and flow-based reporting are increasingly applied in the social sciences to improve traceability of search decisions, reduce selection bias, and support robust synthesis across heterogeneous study

designs. A PRISMA-aligned approach is particularly relevant for this review because the target literature spans diverse empirical traditions (e.g., survey-based volunteer motivation studies [1], [7], [20], organizational behavior and personality correlates [12], and volunteer management/retention evidence [11]) and intersects with disability-focused Islamic education and da'wah contexts [5], [15], [17]. Using a standardized reporting framework therefore helps ensure that conclusions about volunteer characteristics are anchored in clearly documented search and screening procedures rather than narrative selectivity.

2.2. Eligibility Framework

To ensure conceptual precision and an evidence-synthesis-friendly scope, the research question was formulated using established question-development frameworks commonly applied in SLRs (e.g., PICO/SPIDER for qualitative and mixed evidence). The review was intentionally focused on *characteristics* of da'wah volunteers working with Persons with Disabilities (PwD), because prior work tends to examine adjacent domains—such as volunteer motives and functional drivers [1], [7], satisfaction-related motivational profiles among Muslim youth volunteers [20], soft-skill development through volunteering [1], [16], personality-linked behavioral correlates (e.g., Big Five traits associated with organizational citizenship behavior) [12], and organizational retention/management factors shaping sustained volunteer participation [11] without consolidating these findings specifically for PwD-oriented da'wah settings. In parallel, disability-focused Islamic education research underscores the specialized competencies required for inclusive delivery (e.g., communication strategies in teaching Qur'an to learners with hearing disabilities [5], adapted Islamic education for students with intellectual disabilities [15], and technology-supported Qur'anic learning for autism populations [17]).

2.3. Systematic Search Strategy

A structured search strategy was developed to maximize coverage of empirical studies relevant to volunteer characteristics in PwD da'wah and adjacent faith-based disability-support contexts. The identification phase began with the specification of core concepts derived directly from the review question: (i) characteristics/traits/competencies, (ii) volunteerism, (iii) da'wah/Islamic outreach/teaching, and (iv) persons with disabilities (PwD) and related disability terms. Keyword variants were expanded through three complementary procedures: (a) synonym mapping via thesauri and controlled vocabulary prompts; (b) backward and forward checking of terminology used in the focal volunteerism literature (e.g., motives, functional motives, soft skills, self-confidence,

organizational citizenship behavior, volunteer management/retention) [1], [7], [11], [12], [16], [20]; and (c) inspection of disability-oriented Islamic education studies to capture pedagogical and communication descriptors that often signal volunteer-relevant competencies in practice (e.g., teaching/communication, Qur'anic instruction, special needs, intellectual disability, hearing disability, autism) [5], [15], [17].

Consistent with established systematic review (SR) methodology, the final search strategies were operationalised as database-specific query strings using Boolean operators (AND/OR), phrase searching, truncation/wildcards, and appropriate field limitations (e.g., topic, title/abstract/keywords) to optimise precision and recall across platforms [21-22]. The complete search strings used to retrieve records from each database are summarised in Table 1.

Table 1. Search strings formed for database searching

Database search string	
WoS (<i>n</i> = 351)	TS= (("characteristic" OR "quality" OR "personality*" OR "nature" OR "attribute" OR "aspect" OR "style") AND ("learning disability" OR "learning deficit" OR "learning disorder" OR "learning impairment" OR "ld") AND ("volunteer\$" OR "service*" OR "social service") AND ("preaching" OR "teaching"))
Scopus (<i>n</i> = 1)	TITLE-ABS-KEY (("characteristic" OR "quality" OR "personality*" OR "nature" OR "attribute" OR "aspect" OR "style") AND ("learning disability" OR "learning deficit" OR "learning disorder" OR "learning impairment" OR "ld") AND ("volunteer\$" OR "service*" OR "social service") AND ("preaching" OR "teaching"))
Google Scholar	Characteristics, Attitudes, Personality, Behavior, Volunteers, PwD Dakwah

Based on the predefined keyword framework, the literature search was conducted across three principal sources Web of Science (WoS), Scopus, and Google Scholar to maximise both methodological robustness and retrieval coverage. WoS and Scopus were prioritised because they are widely regarded as curated citation databases with comparatively stable search outputs, strong indexing governance, and advanced query functionality, which together support

transparent and reproducible evidence retrieval [21-22]. Google Scholar was additionally employed as a complementary source: despite well-documented limitations related to transparency and quality-control processes, it is also recognised for its breadth and its capacity to surface interdisciplinary and multilingual materials that may be underrepresented in curated databases, thereby improving overall recall.

Database searching in WoS and Scopus relied on advanced query construction using Boolean logic (AND/OR), phrase searching, truncation, and wildcard operators, with database-appropriate field restrictions (Table 1). To strengthen coverage beyond indexed records, two supplementary techniques were applied: (i) targeted manual searching in Google Scholar via a handpicking approach, and (ii) snowballing through screening the reference lists of relevant studies. This multi-pronged identification strategy yielded 351 records from WoS, 1 record from Scopus, and 21 records from Google Scholar, producing 373 records at the identification stage. These records were then progressed to screening as the second stage of the systematic search procedure.

Screening was implemented through explicit inclusion and exclusion criteria to ensure relevance and evidentiary quality [23]. First, publication recency was imposed by limiting eligibility to studies published within a five-year window (2018–2022). This restriction is consistent with the “study maturity” rationale, which argues that concentrating on recent work can enhance the reliability and interpretability of a synthesis by capturing contemporary methodological standards and theoretical developments, while reducing dependence on potentially outdated frameworks [24]. Second, to maintain scholarly rigor, only peer-reviewed journal articles were included, given the role of peer review as a primary quality-assurance mechanism that mitigates risks of unvetted methods, bias, and weak evidentiary claims. Accordingly, non-peer-reviewed sources (e.g., conference papers, theses, and reports) were excluded to preserve a consistent and critically appraised evidence base.

Third, language eligibility was restricted to Malay and English to minimise interpretive ambiguity and translation-related distortions, while maintaining practical accessibility and comparability across included studies. Fourth, the review was limited to empirical studies, excluding review papers, because the objective of this systematic literature review was to synthesise primary empirical evidence rather than to re-summarise secondary syntheses. Emphasising empirical studies reduces redundancy and anchors the synthesis in original data. Finally, studies were required to explicitly address volunteer characteristics; records that did not substantively examine volunteer traits were excluded even if they considered adjacent themes, in order to

preserve construct alignment with the review objectives and to avoid diluting the analytic focus.

Following screening, 357 records were excluded for non-compliance with one or more criteria, leaving 20 studies for the subsequent stages of analysis (Table 2).

Table 2. Inclusion criteria

	Inclusion Criteria
Publication Year	Five years (2018 to 2022)
Publication Type	Journal Article
Language Type	Malay and English Language
Type of Finding	Empirical form
Focus of Findings	Data related to the Characteristics of PwD Dakwah volunteers

2.4. Screening

All selected articles underwent a second screening stage, referred to as the eligibility process, to ensure their relevance for inclusion in this SLR. At this stage, titles and abstracts were examined, and where ambiguity remained, the methodology, results, and discussion sections were consulted for clarification. As a result of this process, three articles were excluded: those not focused on volunteer characteristics, duplicate records, and scoping review articles. Accordingly, 18 articles were deemed eligible to proceed to the next stage of quality assessment.

2.5. Eligibility

Prior to inclusion, all eligible studies underwent a structured methodological appraisal to strengthen rigor and reduce the risk of bias in the resulting synthesis [25]. Given the heterogeneity of study designs (quantitative, qualitative, and mixed methods), the appraisal was conducted using the Mixed Methods Appraisal Tool, which provides design-sensitive criteria within a unified framework for mixed-studies reviews [26,27]. Three reviewers independently assessed each article, first applying the two MMAT screening questions (clarity of the research question; adequacy of data to address the question) and then rating five additional criteria tailored to the relevant study design category [27]. For each criterion, judgements were recorded as Yes, No, or Cannot tell [26,27]. Disagreements were resolved through consensus procedures, with escalation to an additional adjudication step where necessary, consistent with evidence that a second reviewer improves the reliability of study selection decisions [28]. Studies meeting at least three of the five design-specific MMAT criteria (conditional on passing the screening questions) were considered of acceptable methodological quality [27]. The overall identification, screening, eligibility, and inclusion process was documented in accordance

with PRISMA 2020 and reported via a PRISMA flow diagram (Figure 1) [29,30].

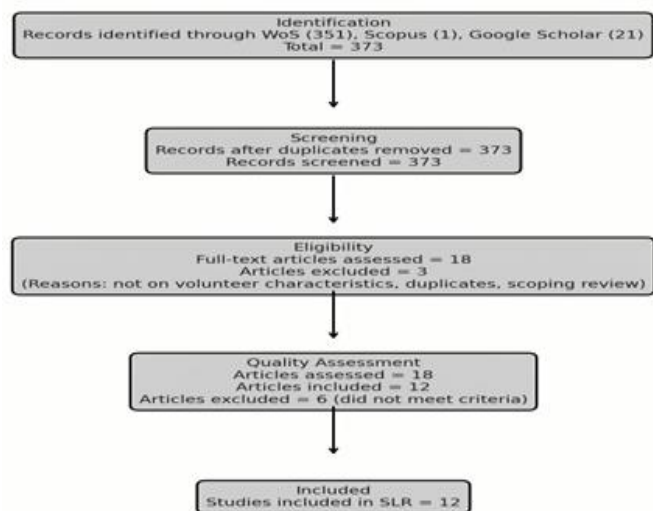


Figure 1. PRISMA Flow Diagram

2.6. Data Extraction

Data extraction was conducted by two researchers on all articles that successfully passed the quality assessment stage. The extraction process concentrated on three main sections of each article, namely the abstract, research findings, and discussion. Where necessary, additional sections containing relevant information were also reviewed. All extracted data were systematically organized into a table to facilitate further analysis.

2.7. Data Analysis

Because this systematic review synthesised evidence derived from heterogeneous study designs, we adopted a qualitative narrative synthesis, with thematic analysis used as the primary analytic technique to integrate findings across studies. Following established thematic-analysis procedures, extracted data were subjected to iterative coding to identify recurrent concepts, convergent patterns, and meaningful relationships within and across the included articles. Codes reflecting conceptually similar findings were then clustered to form preliminary themes, which were repeatedly reviewed and refined to ensure internal coherence and clear boundaries between themes.

This process initially generated five overarching thematic domains: (1) Attitudes, (2) Psychological Aspects, (3) Skills, (4) Motivation, and (5) Self-efficacy. These domains were subsequently elaborated into a more granular thematic structure, yielding 20 preliminary subthemes. Through iterative comparison, consolidation of overlapping categories, and removal of conceptually redundant labels, the framework was

refined to five final (validated) main themes and 11 subthemes.

To enhance credibility and analytic trustworthiness, the final thematic framework underwent expert validation by two independent reviewers: one with expertise in systematic review methodology and the other with expertise in module development. Both experts confirmed that the final themes and subthemes were conceptually appropriate and sufficiently aligned with the review question, supporting the interpretive validity of the synthesis.

3. Results

3.1. Background of the selected article/reference

Before discussing the main findings, this section will focus on the background of the selected articles/references in the SR. Out of the 15 selected articles/references, one was published in 2022, two articles/references were published in 2021, six were published in 2020, six were published in 2019, and one article/reference was published in 2018. In addition, of the 16 articles/references selected, one was published in the International Journal of Social Science Research, while the remaining 15 articles/references were from different journals such as Journal of Moral and Civic Education, E-journal Borneo Akademika UiTM Sabah Branch, Jurnal Wacana Sarjana, Jurnal Psikologi Malaysia, Journal of Islamic Social Sciences and Humanities Social Work/Maatskaplike Werk, Asian Journal of Civilizational Studies (AJOCS), International Journal of Academic Research, Journal on Technical and Vocational Education (JTVE), International Journal of Academic Research (Social Sciences & Humanities), Sains Humanika: Pembangunan Manusia, Journal of Islamic Social Sciences and Humanities, Journal of Social Work in End-of-Life and Palliative Care, International Journal of Social Science Research, ZULFAQAR Journal of Defense Management, Social Science and Humanities and Kasetsart Journal of Social Sciences.

3.2. Key Findings

The thematic analysis produced five main themes, namely attitudes, psychology, personality, skills, motivation, and self-efficacy each with related subthemes, as outlined below

3.2.1. Attitudes

The first theme concerns the attitudes of volunteers, with subthemes of responsibility and caring. Study [8] underscores the significant role of Muslim women volunteers in educating society, particularly in their responsibility as mothers and their central role in ensuring that children receive proper education. Their contribution also involves deepening their understanding of Islamic teachings and conveying the message of da'wah to children, students, and

communities, especially among women. In addition, study [11] emphasizes that effective volunteers must demonstrate sustained commitment and a strong sense of responsibility. These qualities are essential for ensuring that only individuals with the appropriate character traits are entrusted with volunteer work.

The subtheme of caring highlights the importance of cultivating compassion, teamwork, and social responsibility, all of which are critical for creating a more cohesive and harmonious community. Study [5] further notes that attitudes of caring and cooperation foster empathy, love for others, wisdom, moral discernment, and deeper mutual understanding within society.

3.2.2. *Psychology*

The second theme relates to the psychological dimension of volunteers, with a focus on emotional management. Study [7] reveals that volunteers require two forms of psychological training: emotional management for disaster victims and emotional management for volunteers themselves. Respondents emphasized the need for enthusiasm and psychological preparedness when serving in challenging contexts. Study [11] similarly affirms that emotional stability is closely linked to behavioral consistency and effectiveness within volunteer organizations. These findings highlight that psychological resilience and emotional regulation are essential characteristics for volunteers, particularly when engaging with parents of children with disabilities, who often face unique emotional challenges.

3.2.3. *Personality*

The third theme, personality, encompasses subthemes such as conscientiousness, openness, extroversion, and agreeableness. Study [11] demonstrates that individuals with high conscientiousness are generally meticulous, reliable, efficient, and diligent, traits that enhance organizational skills and problem-solving ability. Further research suggests that the Big Five personality traits, especially conscientiousness and agreeableness are significant predictors of volunteer behavior. The same study also shows that extroversion and emotional stability are positively associated with Organizational Citizenship Behavior (OCB), with male volunteers scoring higher in these traits compared to female volunteers. This indicates that personality factors not only shape the effectiveness of volunteers but also influence their capacity to support the emotional and spiritual well-being of families with children with disabilities.

3.2.4. *Skills*

The fourth theme concerns the skills of volunteers, with five subthemes identified: leadership, decision-

making, diplomacy, language, and communication. Study [6] explains that leadership skills are often acquired through informal learning during volunteer activities, where individuals are entrusted with tasks and given opportunities to lead projects. Effective decision-making requires considering diverse perspectives and aligning actions with the needs of local communities. Diplomacy skills are equally important, involving respect for cultural norms and customs in different contexts [6]). Language skills, including learning basic local terms, body language, or sign language, facilitate communication and interaction with diverse populations. Informants in study [6] also reported that participation in volunteer missions significantly improved their communication skills, as they were required to collaborate with previously unfamiliar team members. These findings underline the importance of practical skills not only for community engagement but also for enhancing the effectiveness of da'wah programs for PwD families.

3.2.5. *Motivation*

The fifth theme is motivation, defined as the internal drive that encourages individuals to participate in volunteer activities willingly and purposefully. Study [9] identifies motivation as a determining factor in sustaining long-term volunteer commitment. Its findings indicate that understanding and value-based motivations are the strongest drivers among university students, followed by protection, affirmation, career, and social motivations. Similarly, study [5] emphasizes that volunteering activities contribute to personal development and future employability, while Study [14] highlights the role of social, value, and improvement motives in shaping volunteer satisfaction. Together, these findings suggest that motivation is not only instrumental in sustaining volunteerism but also in reinforcing the emotional and spiritual support that volunteers extend to parents of children with disabilities.

3.2.6. *Self-Efficacy*

The sixth theme, self-efficacy, includes subthemes such as trust, resilience, self-confidence, and independence. Study [4] stresses the importance of da'wah management training in developing resilience among volunteers, enabling them to better serve community needs. Such training also enhances confidence and independence, equipping volunteers with the ability to face challenges effectively. Study [4] further highlights that self-confidence encourages volunteers to take on new responsibilities, thereby increasing their sense of self-worth. These qualities are particularly important when volunteers are involved in programs designed to assist PwD and their families, as they require both psychological resilience and a high degree of independence to provide meaningful support.

Table 3 Results of SR Study
(Developed by the authors)

Research	Research Purpose	Method/ Sample	Findings
M B Tokyan, A Misno BP. (2019). Dakwah Strategies and Challenges for the People With Disabilities (PWD) in Singapore.	The study will provide the views and voices of People with Disabilities (PwD) regarding the actual situations they experience and their hopes that typical groups will coordinate joint efforts to help them overcome challenges with strong determination and aspirations.	Questionnaire respondents were from the members of the Singapore Association of Visually Impaired Students and students with disabilities.	Findings demonstrate that challenges for People with Disabilities (PwD) come from both internal and external factors. Internal factors include low self-confidence, which results in a lack of confidence in implementing Islamic values, while external factors include societal attitudes and government policies.
Muhammad Mona Adha et al. (2018) Moral Education on Citizen Voluntary Activities Young Nation (Coherence of Caring Attitudes and Cooperation individual)	This study examines whether volunteering activities carried out responsibly can strengthen volunteers' caring attitudes and foster good cooperation with other volunteers and other work units.	This study involved 60 volunteers who were involved in the 2018 Krakatau Festival cultural event.	This study discovered that volunteering activities carried out responsibly can strengthen volunteers' caring attitudes and build good cooperation with other volunteers and other work units. This is seen as a moral responsibility and moral education that is very beneficial for the volunteers' self-development in the future.
Ainaatul Afifah Md Saleh et al. (2021) Informal Learning Experiences Among MyCorps Volunteers, Kuala Lumpur	This study aims to find out the informal learning experiences among MYCORPS volunteers.	Qualitative methods through semi-structured interviews and using snowball sampling methods.	The results of the study revealed that informal learning was experienced due to these factors and had an impact on knowledge, skills, and attitudes. This study has implications for adult learning practitioners, the theories used, and volunteers.
Nur Hafizah Md Akhir et al. (2020) The Importance of Disaster Training Requirements as a Preparedness Measure for Flood Disaster Volunteers	This research paper discusses preparedness training as a measure in preparing volunteers for flood disasters.	Qualitative method using case study design. A total of 27 respondents involved in the field of volunteerism under the Malaysian Social Welfare Department (JKMM) were selected based on purposive	Therefore, preparedness training measures are an important factor that needs to be focused on so that volunteers can provide more effective assistance.
Wan Asri Wan Aziz et al. (2020) Motives of Muslim Female Youth Volunteerism in Terengganu	This study aims to identify the main motivational factors that influence the involvement of Muslim female youth volunteers in Terengganu.	A total of 67 respondents out of 240 female students from the Kor Sista UiTM were selected through a purposive sampling method.	The study findings demonstrate that among the motivational factors that contribute or are significant to the level of volunteer satisfaction are social motives, value motives, and enhancement motives, with Beta (β) values of 0.40, 0.33, and 0.30, respectively, with a p-value of <0.05.
Normah Awang Noh et al. (2020) Motivations for Volunteer Participation in Volunteerism Activities among Public University Students	This study aims to examine the motivations that influence students' involvement in volunteering activities.	This study used a quantitative approach through a face-to-face survey involving 400 students who were actively involved in volunteering activities. The results of the study were analyzed using SPSS software in a descriptive form.	This motivation is viewed from two aspects, namely altruistic motivation and egoistic motivation, involving six dimensions, which are value motivation, understanding, career, social, protection, and reinforcement.
Norhayati Ibrahim et al. (2019) A Study of Gender Differences and Factors Related to Organizational Citizenship Behavior among Sea Sports Volunteers	The purpose of this study was to identify psychological factors that influence Organizational Citizenship Behavior (OCB) among volunteers involved in the 2017 Kuala Lumpur Games held in Kuala Lumpur, Malaysia.	Participants were given a set of psychometric tests consisting of 40 items, which included three instruments, namely the Personality Survey, Achievement Motivation Questionnaire, and Effective Volunteer Behavior Questionnaire.	The findings also demonstrated that all personality factors, namely openness ($t=1.27$), conscientiousness ($t=-0.164$), extroversion ($t=3.37$), agreeableness ($t=0.729$), and emotional stability ($t=6.15$), were related to OCB.
Ahmad, A. S., & Johari, H. (2022). Volunteering Motives and Soft Skills of Community Service Students	This study was conducted to identify the motives for students' involvement in volunteering activities and also to identify the relationship between volunteering motives and soft skills.	A survey study was conducted on 85 students from various fields of study who enrolled in the Community Service course.	The study's findings revealed that values are the dominant motive for involvement in volunteering activities. The study also discovered that after students participated in volunteering activities, they acquired the application of soft skills through good relationships, interaction, and being able to work effectively. Subsequently,

			Pearson's correlation analysis demonstrated that there was a significant relationship ($r = .727$) between the motives for volunteer involvement and the soft skills acquired among students.
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4. Discussion

The synthesis yielded six higher-order thematic domains that collectively characterise the evidence base on da'wah volunteer characteristics in work with Persons with Disabilities (PwD): (1) attitudes, (2) psychological aspects, (3) personality, (4) skills, (5) motivation, and (6) self-efficacy. Each domain was further specified through empirically grounded subthemes derived from the included studies [1], [9]–[13], [20].

Across the corpus, multiple studies converged on the proposition that volunteer effectiveness in PwD-oriented da'wah is shaped by an interplay of internal dispositions and external enabling conditions. Tokyan and Misno BP, for example, foregrounded PwD perspectives and aspirations and demonstrated that barriers arise from both intrapersonal constraints (e.g., diminished self-confidence and limited internalisation/practice of Islamic values) and contextual determinants (e.g., prevailing social attitudes and the structure of governmental support) [9]. Complementing this, Muhammad Mona Adha *et al.* argued that responsible volunteering cultivates prosocial orientations—particularly caring attitudes and cooperative behaviour—thereby supporting moral development among young volunteers [10].

Evidence also indicated that volunteerism functions as a site of informal learning and capability accumulation. Ainaatul Afifah Md Saleh *et al.* showed that MYCORPS volunteer experiences contribute to gains in knowledge, skills, and attitudes, with implications for adult learning and capacity-building design [3]. In operational contexts, Nur Hafizah Md Akhir *et al.* underscored preparedness training as a core competence for disaster volunteering, particularly in flood-response settings, suggesting that skills and psychological readiness are mutually reinforcing prerequisites for effective service delivery [13].

Motivational structures were consistently identified as central explanatory mechanisms. Wan Asri Wan Aziz *et al.* reported that, among Muslim female youth volunteers in Terengganu, social, value-based, and enhancement motives were salient predictors of satisfaction [20]. Normah Awang Noh and Siti Nurziana M. Z. further conceptualised motivation through both

altruistic and egoistic lenses, operationalised across the six functional dimensions of values, understanding, career, social, protection, and reinforcement [11]. Together, these findings suggest that sustained engagement is most likely when volunteering simultaneously satisfies value congruence, social belonging, and self-development needs [11], [20].

Personality and broader psychological correlates were also empirically linked to volunteer-related outcomes. Norhayati Ibrahim *et al.* associated psychological factors with Organizational Citizenship Behavior (OCB) among volunteers in the 2017 Kuala Lumpur Games, reporting meaningful relationships with Big Five personality traits [12]. Finally, Ahmad and Johari identified values as the dominant motivational driver of student volunteering and demonstrated that participation is associated with measurable development of soft skills; notably, they reported a strong positive association between volunteer motives and acquired soft skills ($r = .727$), reinforcing the view that motivational orientations and competency growth co-evolve through sustained practice [1].

5. Study Recommendations

Building on this synthesis, the review consolidates the characteristic profile of PwD-oriented da'wah volunteers within a PRISMA-guided SLR framework [29], [30]. The evidence indicates that volunteer capacity in this domain is best understood as a multidimensional construct encompassing attitudes, psychological resources, skills, motivational architecture, and self-efficacy, with personality-related factors offering additional explanatory power where measured [1], [9]–[13], [20]. At the same time, the literature remains uneven in depth across domains and contexts, underscoring several priorities for future research and development.

Three directions are particularly warranted: (1) the design and evaluation of structured training programmes tailored to da'wah volunteers working with PwD and their families; (2) qualitative field research that captures lived experience—especially among volunteers and parents of children with disabilities—with explicit attention to parental emotional regulation as a potential outcome pathway; and (3) investigations into systematic volunteer management (recruitment, supervision, retention, and support) as a determinant of the long-term effectiveness and sustainability of PwD da'wah programmes [2], [25]. Advancing these areas is expected to strengthen volunteer capability and amplify contributions to inclusive community development [2].

6. Conclusion

PwD-oriented Islamic da'wah requires volunteers to cultivate durable, context-sensitive characteristics in order to produce meaningful and sustained impact [2], [9]. Despite the practical

significance of this work, the literature has only limitedly specified how da'wah volunteers support PwD and their families, particularly regarding mechanisms related to parental emotional regulation [6]. This systematic review, conducted in accordance with PRISMA standards, addresses this gap by integrating evidence across the available studies [29], [30].

Overall, the synthesis delineates a coherent framework—centred on attitudes, psychological aspects, skills, motivation, and self-efficacy, with personality-related correlates where evidenced—that can be used to conceptualise and operationalise volunteer quality in inclusive religious outreach [1], [9]–[13], [20]. The findings also indicate that outcomes depend not only on individual commitment and competence but also on the enabling role of social norms and institutional policy environments [9]. Consistent with Nik Farid (2024), strengthening PwD da'wah is likely to require both skilled volunteers and pedagogically appropriate delivery approaches, aligned with broader national efforts to expand equitable access to Islamic knowledge and practice [2].

Practically, the review informs NGOs, government agencies, and corporate partners that inclusive programme effectiveness is enhanced by investing in (i) training that builds psychological resilience, communication competence, and leadership; (ii) recruitment and placement processes that consider relevant traits and role fit; (iii) competency development in diplomacy and cultural sensitivity for community engagement; and (iv) strategies that strengthen self-efficacy to support performance under challenging conditions [2], [13], [20]. Sustained participation further requires motivation-aligned retention approaches, including recognition structures and development opportunities [1], [11], [20].

Theoretically, the synthesis supports integrated models in which motivation and self-efficacy operate as proximal drivers of volunteer behaviour and performance, with personality and psychological resources shaping readiness and stability [11], [12], [20]. By bringing together volunteerism and emotional regulation within an Islamic da'wah context, this review advances a conceptual linkage that has rarely been treated systematically. In doing so, it provides a foundation for future empirical testing and module development aimed at strengthening inclusive religious outreach and improving the well-being of families of PwD [2], [6].

Declarations

Author Contributions

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Thoilah; Nik Farid. Writing—review & editing: Zati Nazifah. Formatting and visualization: Zati Nazifah. Supervision: Noornajihan. All authors have read and agreed to the published version of the manuscript.

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