

Participation of KKN Students in Teaching PAI at MA DDI Ar-Rahman Jawi-Jawi, Bone Village, Segeri District, Pangkajene Regency and Islands

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A B S T R A C T

This study aims to analyze the contribution of KKN students in teaching Islamic Religious Education in Bone Village, Segeri District, Pangkep Regency, South Sulawesi. This KKN program generally aims to provide direct experience to students in applying science in the community and improving the quality of learning at Madrasah Aliyah (MA) DDI Ar-Rahman Jawi-Jawi and DDI Jawi-Jawi Junior High School. In particular, this research focuses on efforts to improve students' understanding of Islam, as well as help students understand the subject matter in a more in-depth and fun way. The method of implementing KKN includes socialization with village officials, surveys and data collection of schools and students, coordination with Islamic Religious Education (PAI) teachers for material adjustments, as well as various learning methods, such as questions and answers, quizzes, educational games, and interesting visual media. In addition, students also use demonstration and simulation methods for worship practices such as ablution, prayer, azan, tayamum, and storytelling by telling the stories of the prophet and companions. Learning-based projects are also carried out by asking students to create simple projects such as da'wah posters or lecture videos. The results of the study show that the KKN program has succeeded in improving students' understanding of Islam, the quality of learning, and helping the teaching and learning process. In addition, this program provides real experience to students in applying science and strengthening social ties between students and society. This research contributes to developing an effective teaching model that can be applied in other villages with similar conditions.

Keywords: *KKN, Islamic Religious Education, Project-Based Learning*

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INTRODUCTION

Segeri is a sub-district in Pangkajene Islands Regency, South Sulawesi, Indonesia. The area is located about 75 kilometers north of the city of Makassar, with the majority of the population being Bugis. This sub-district is the border and meeting of two major tribes in southern Sulawesi, namely Bugis and Makassar. This can be seen from the naming of several places, kampong and village, some of which use the Bugis language or Makassar language.

The word "Segeri" is thought to come from the Bugis language, "Se'geri", which means more or less. In everyday public speech, this word is often interpreted as "firm", "affirm" or "bluff". This naming is allegedly related to the brave character of the Segeri people because from their historical journey which ate a lot of salt in war, it was born from the situation of war and murder. They are required to be firm and must not lose to others. The word "Segeri" is also said to be derived from the word "Sigere-gere" (Bugis: to kill or cut each other). This allegation is motivated by the occurrence of bloodshed/war events in the area in the past, where the area became a meeting place for two people or two groups who both risked their series (self-esteem) which must be repaid (paid) after the bloodshed occurred as a reward. All places in the northern part of Segeri use the term Bugis, while in the southern part use the term Makassar.

As with other regions and villages or sub-districts, bone village has its own history and background this village is one of 6 villages or sub-districts in the Segeri sub-district area as one of the government centers in Segeri sub-district. Bone Village has an area of +636 square km. Bone Village is one of 6 villages/sub-districts in the Segeri District area.

The geographical condition of Bone Village is divided into two, in the south is in the coastal area so that there are many ponds and in the east is on the foothills of the mountain with rice paddies. Typically, the area stretches and extends from south to north with an area of +636 meters², with the following regional boundaries: (a) North: bordering Benteng Village, Mandalle District (b) South: bordering Segeri District (c) East : bordering Parenreng Village and Benteng Village (d) West : bordering Bawasalo Kel. and Boddie Village. Administratively, Bone Village consists of 6: RW, namely RW 1 has 2 RTs, RW 2 has 3 RTs, RW 3 has 3RTs, RW 4 has 2 RTs, RW 5 has 2 RTs and RW 6 has 1 RT. So there are 6 RW officials and a total of 13 RT officials.

Bone Village, is one of the villages in Segeri sub-district in Pangkajene Islands Regency, South Sulawesi, Indonesia. Number of RW/RK: 6 (Six), Number of RTs: 13 (Thirteen), Area ± 636 m², Regional Boundaries, North of Benteng Village, South of Segeri District, East of Parenreng Village, West: Bawasalo District, Number of Population: 2,593 people, Male: 1,249 people, Female: 1344 people, Head of Family: 670 families.

Bone Village has great local potential to be developed, especially in the education and religious sectors. Adequate educational facilities and religious facilities can be used to improve the quality of religious education in this village. The active participation of the community and support from the village government are also factors that support the success of a Real Work Lecture (KKN) program, one of which is Teaching PAI at MA DDI Ar-rahman Jawi-jawi which was carried out by Real Work Lecture (KKN) students which was held on January 13 - February 26, 2025 in Bone Village, Segeri District, Pangkep Regency by the Darud Da'wah wal-Irsyad Islamic Religious College (STAI DDI) Pangkep. This is an attraction to be the place to implement this program.

The program to utilize student potential in the midst of society known as Real Work Lectures (KKN) has been carried out by universities since 1959 with an activity called Student Mobilization. In this context, the Real Work Lecture (KKN) program is a form of strategic student service. The Real Work Lecture (KKN) activity which has been carried out on January 13 - February 26, 2025 in Bone Village, Segeri District, Pangkep Regency by the Darud Da'wah wal-Irsyad Islamic College (STAI DDI) Pangkep is not only to fulfill the Tri Dharma of Higher Education but also to train students in facing all problems that will later be faced in the field after completing lectures. It aims to improve the reading ability of the community to read the Quran, provide a deep understanding of Islamic religious science, and improve the quality of religious education in the village.

The formulation of the problem in this study includes; What is the role of KKN students in teaching Islamic Religious Education (PAI) at MA DDI Ar-rahman Jawi-jawi? What are the challenges faced? and How does it affect students? The purpose of this program is to increase students' in-depth understanding of Islamic religious knowledge, and improve the quality of religious education in the Village. The objectives of this KKN are: (1) Expanding students' practical understanding, students will expand their insights into the application of sharia knowledge in daily life. (2) Development of social and leadership skills, improving social skills, leadership, and teamwork through direct interaction with the community. (3) Increase social awareness and concern, develop students' sense of care and social responsibility towards the community. (4) Solving social problems with a religious approach, honing the ability to analyze and solve social problems based on a religious approach. (5) Developing the role of students as agents of change, increasing students' awareness of their role as agents of change in society.

The implementation of the Real Work Lecture (KKN) program in Bone Village, Segeri sub-district in Pangkep Regency, Pangkajene Islands, South Sulawesi, Indonesia, is systematically regulated starting from the gathering stage to the documentation of activities. This method of implementation is designed to ensure active involvement and support from the community, as well as to achieve the goal of effective religious teaching. This implementation is in line with research findings on the implementation of community service programs that emphasize the importance of robust planning, active community participation, and continuous evaluation for program success.

METHOD

The method of implementing this program includes several stages that are carried out to ensure that activities run effectively and in accordance with the goals that have been set. Starting with gathering and socialization, KKN students visited village officials and community leaders to introduce themselves and explain the goals and plans of activities. Furthermore, surveys and data collection are carried out to record the number of Madrasas that will be occupied to teach, including information on the level of education and initial ability of students. Based on this data, students design the formation of study groups and learning plans that are in accordance with students' abilities. The agreement on the implementation schedule is carried out to adjust to the schedule of other activities. During the implementation, periodic evaluations are carried out every two weeks to measure student comprehension through reading tests and group discussions. All activities are documented with photos, videos, and daily notes as reporting material for the campus and the village government, as well as for future evaluation.

FINDINGS AND DISCUSSIONS

This study shows an increase in Islamic religious understanding among students after participating in the KKN program. The teaching methods used, such as interesting module-based learning, question and answer sessions, educational games, and tarbiyah materials, have proven

to be effective in enriching students' understanding of religious knowledge. Periodic evaluations show significant progress in the religious sciences mastered by students. In addition, this program also improves the quality of learning by providing direct experience for female students in teaching. The familiarity between KKN students and the community, as well as the active participation of teachers and the local community, are the main supporting factors in the success of this program.

Discussion

Real Work Lecture (KKN) is a university curricular activity that combines the dharma of education, research, and community service at the same time in one activity. The Darud Da'wah wal Irsyad Islamic College (STAI DDI) Pangkep has made KKN an integral part of the curriculum that integrates students' learning experiences with the realities of life in the community.

This program is intended so that students can apply the knowledge they gained at the Darud Da'wah wal Irsyad Islamic Religious College (STAI DDI) Pangkep, develop soft skills, mature their personalities to foster a spirit of nationality or love for the homeland, as well as confidence in preparing themselves to face the reality of social life, learning with the community, and helping to empower the community in Bone Village. Segeri District, Pangkajene Regency and Islands.

Thus, every activity of the Pangkep KKN (STAI DDI) program is imbued with the spirit of work and togetherness between students and between students and the community and other stakeholders to help solve real problems faced by the community.

Community service through the Real Work Lecture (KKN) program is one of the efforts to bridge the academic world with the community. The program allows students to apply the knowledge they have learned on campus in a real-life context, while making a real contribution to society. This research focuses on the contribution of KKN students in teaching Islamic Religious Education at MA DDI Ar-rahman Jawi-jawi, Bone Village, Segeri District.

The Role of KKN Students in Teaching Islamic Religious Education.

The teaching work program carried out by KKN students aims to educate and understand Islamic education well. Each meeting uses an interesting teaching tone so that the students are not easily bored and bored, but remain enthusiastic in learning, the teaching session is also interspersed with tarbiyah materials to enrich the participants' religious understanding.

Stages of Preparation and Implementation of Activities.

The preparation and implementation stage of this activity is an integral part of one of the KKN programs. The Stages of Preparation and Implementation of Activities in Bone Village include various aspects that must be considered in order to achieve the program's goals to the maximum. This stage includes various activities that aim to prepare female students and village communities in the implementation of effective and sustainable programs.

The preparation and implementation stage of the activity began with gathering and socialization, where KKN students visited village officials and local community leaders to introduce themselves and explain the purpose and plan of KKN activities. Furthermore, surveys and data collection are carried out to record the number of Madrasas that will be occupied to teach, including demographic information such as education level and students' initial abilities. This data is used to design appropriate teaching methods. Data collection on the number of schools to be occupied for teaching is also carried out, and students design learning plans based on students' ability levels and availability of time. Schedule agreement is carried out between students and related parties, by adjusting the schedule for the implementation of learning with other schedules. Every two weeks, periodic evaluations are carried out to measure student progress through reading tests and group discussions, to ensure in-depth understanding. During the implementation, activities are documented with photos, videos, and daily notes as report material submitted to the campus and the Kelurahan government, as well as for future program evaluation.

Interesting experience of KKN students during carrying out activities.

One of the interesting experiences gained in the field is the familiarity between KKN students and the community in the village. The community and mothers consider female students as their own children, so they always pay attention and provide support. Sometimes women visit the KKN post just to talk, especially where students live during KKN at the house of one of the RTs in Bone Village.

Supporting Factors

Internal

The success of this program is influenced by the readiness and willingness of adequate human resources, namely female students who have been academically trained on campus. The establishment of a structured schedule and careful preparation also play an important role in the smooth implementation of activities. In addition, the fundamental experience gained on campus also increases students' confidence in teaching. A brave attitude to appear in front of students

and the ability to adapt quickly are key factors that support the effectiveness of teaching during this program.

External

External support also plays a huge role in the success of the program. The active participation of madrasah teachers who support student activities provides a positive encouragement for the smooth implementation. The location of the implementation is strategic and easy to reach making it easy for students and students. In addition, adequate facilities and infrastructure also support the smooth running of the program. An environment conducive to learning and interaction creates an ideal atmosphere for the development of knowledge and skills for students and students.

Challenges faced

The main challenge faced in the implementation of the program is when carrying out activities during the rainy season in Bone Village, sometimes surrounded by floods, making it difficult to carry out activities, the main road with the connecting road is flooded due to the narrow irrigation and the lack of drainage to drain rainwater.

Solutions Offered

To overcome the obstacles offered by online learning but constrained by funding problems, therefore the role of the government is very necessary for progress so that they are used to modern learning.

Impact on Society.

The positive impact of this program is evident in the improvement of the ability to understand religion, showing significant progress in religious science in society. Tarbiyah material interspersed with teaching sessions also increases a good and broad understanding of Islamic science in the community. This program seeks to create a conducive and supportive learning atmosphere, as well as strengthen social relations between KKN students and students, as well as the local community. In addition to improving the ability to understand religion, this program also has a positive impact on social aspects. The closeness that exists between students and the community creates a learning environment that is full of support and warmth with students. This not only motivates participants to continue learning, but also strengthens social ties in the village community.

Picture of Program Implementation Documentation



Gambar I.1 Penerimaan Mhasiswa di Kantor Lurah



Gambar II. 23 Mengikuti Isra' Miraj' Nabi Muhammad Saw



Gambar I.2 Seminar Program Kerja



Gambar II. 24 Ramah Tamah

CUNCLUSIONS

This study shows that KKN students play a significant role in improving Islamic Religious Education in Bone Village, Segeri District, Pangkep Regency. Despite facing challenges in implementation, the positive impact on students in Bone Village, especially at MA DDI Arrahman Jawi-jawi Bone Village and the purpose of the research is to improve the quality of religious education in Bone Village. A systematic approach and periodic evaluations ensure that the program runs effectively and is relevant to the needs of students and the community. This research makes a real contribution to understanding the teachings of Islam that can be applied in other villages correctly so that an environment that is Rahmatan lilalamin is created.

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