

CHILDREN'S CAPABILITIES IN ISLAMIC RELIGIOUS EDUCATION THROUGH THE KKN PROGRAM OF UIN-SU STUDENTS IN TJ. IBUS VILLAGE

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ABSTRAK

Tanjung Ibus Village, which is located in Secanggang District, Langkat Regency, is an area with a strong religious life. However, the challenges in spreading religious education in rural areas such as Tanjung Ibus cannot be ignored. Limited access to educational resources, a lack of competent teaching staff, and a lack of facilities and infrastructure for religious education are obstacles that are often faced. The North Sumatra State Islamic University (UIN-SU) Real Work Lecture Program (KKN) with group code 124 took the initiative to make a real contribution through teaching and learning activities in Tanjung Ibus Village. This program not only aims to improve children's academic abilities, but also to strengthen their understanding of the teachings of their religion. There are several programs offered by KKN 124 Uinsu, namely, Teaching at MDA and teaching the Qur'an. The KKN student teaching program helps increase children's Islamic religious knowledge in Tanjung Ibus Village. Through interactive and fun learning methods, children can more easily understand basic religious concepts such as monotheism, fiqh, morals and Islamic history.

Keywords: Islamic Religion, Teaching, Education

1. INTRODUCTION

Islamic education is a comprehensive effort in the formation and development of the human person, which covers various aspects of life, both physically and spiritually. This educational process is carried out in an integrative manner, where various elements of religious and moral education are harmonized to achieve comprehensive goals, and is carried out in stages according to individual development and needs. The main goal is to achieve a balance between intrinsic values (which relate to conscience and humanity) and extrinsic values (which relate to social aspects and daily life), all of which are built within

the framework of Islamic doctrine that guides the lives of Muslims. Islamic education aims to form individuals who are not only intellectually intelligent but also have high moral and spiritual qualities, which is the essence of Islamic teachings themselves. In view of Islamic religious education, it has a very important role in shaping the character and moral attitudes of children from an early age, so that they can grow into individuals who are not only academically intelligent, but also have noble morals. In Indonesia, Islamic religious education has a very strategic position as one of the main pillars in the national education system. This religious education aims to develop the spiritual and ethical aspects of each individual, with the hope that everyone who receives religious education will be able to live a more meaningful life, both in personal and social contexts.

Tanjung Ibus Village, which is located in Secanggang District, Langkat Regency, is a village that has quite a dynamic social life, but on the other hand also faces various big challenges in terms of the spread and accessibility of religious education, which is very important for the formation of children's character and morals. -children in the area. These challenges, which are common in rural areas, include limited quality educational resources, resulting in significant disparities between rural and urban areas in the quality of education received by children. Apart from that, a more specific problem faced by Tanjung Ibus Village is the lack of teaching staff who have adequate qualifications and competencies to teach religious education, which of course greatly affects the teaching process and understanding of religion among children. The problems faced by the people of Tanjung Ibus Village are very relevant to the goals stated in the Sustainable Development Goals, especially in terms of Quality Education and Reducing Inequality. For example, community-based education initiatives in various Southeast Asian countries, which involve local educators in the teaching process, have proven effective in increasing understanding of religion and moral values among children living in remote areas, who have limited access to education. access to formal education. Initiatives like this can not only improve the quality of religious education, but also strengthen relationships between local communities and educational institutions, thereby creating a positive synergy in advancing education in the area.

The problems faced by the Tanjung Ibus Village community reflect a significant gap in the provision of quality religious education. This gap arises due to limitations from various factors, such as the lack of adequate educational facilities, the limited number of competent educators, and low access to relevant teaching materials. One of the solutions implemented in the North Sumatra State Islamic University (UIN-SU) Real Work Lecture Program (KKN) is to integrate information technology in the teaching and learning process. Even though major challenges related to limited facilities and infrastructure still exist, KKN students are trying to utilize existing technology, such as mobile devices, online learning applications, and social media as tools to improve the quality of religious education in the village. Through this approach, KKN students strive to provide religious education that is more easily accessible and understood by children in Tanjung Ibus Village. By utilizing technology, the learning process becomes more flexible and is not limited to a certain time and place. Apart from that, technology also allows KKN students to use learning methods that are not only based on theory, but also on practical applications that can be directly applied in children's daily lives, such as how to practice religious values in their social interactions, both at school and in family and community

life. This approach is also in line with global trends showing that the use of technology in religious education can increase student engagement, which in turn contributes to strengthening their religious and moral understanding.

The aim of this community service activity is to significantly improve the quality of religious education in Tanjung Ibus Village through learning programs that are more interactive, interesting and relevant to the local context. Apart from that, this activity aims to strengthen the understanding and application of religious teachings in children's daily lives, as well as fostering a sense of gratitude and devotion to God Almighty, which will shape their character as better individuals. This program is also expected to make a real contribution to achieving the Sustainable Development Goals, especially in terms of Quality Education and reducing inequality in access to education in rural areas which is still limited. By using an approach based on close collaboration between students and the community, this program aims to empower local communities and create a generation that not only has good academic abilities, but also a character based on strong religious and moral values. It is hoped that this will equip them with the skills and attitudes needed to face future challenges wisely, with integrity, and be able to have a positive impact on society and the surrounding environment. Apart from that, this program also has the potential to become a model that can be applied in other villages with similar conditions, so that its positive impact can be felt more widely, providing inspiration for efforts to improve education in rural areas.

2. RESEARCH METHOD

This research uses qualitative methods. The qualitative method is a scientific research that aims to understand a phenomenon in natural social contact by prioritizing a process of in-depth communication interaction between the researcher and the phenomenon being studied "qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in a natural setting." unexplained social influence, measured or described through a quantitative approach (Sugiyono, 2015). Normative Qualitative research method is a research approach that combines qualitative analysis with normative evaluation to understand and assess social phenomena, policies, or practices based on certain values, principles, or norms. In this method, qualitative data is collected and analyzed through non-numerical data, such as interviews, observations, and in-depth text analysis to identify themes related to values or norms, and then evaluated using a normative framework, such as ethics or theories of justice. , to provide an assessment of whether the phenomenon is in accordance with the norms or principles adopted. This research was carried out in Tanjung Ibus Village, Secanggang District, Langkat Regency. This research took place from July 27 to August 27 2024, with a total of 27 KKN students consisting of 18 women and 9 men from various faculties.

3. RESULT AND DISCUSSION

This section presents empirical findings obtained during the implementation of community service in Tanjung Ibus Village. Observation results show that teaching

activities at MDA and reciting the Qur'an have a positive impact on increasing the religious knowledge of children in the village. In teaching MDA, students succeeded in guiding students to understand the basics of religion, such as monotheism, fiqh, and morals. These results are supported by interactive learning methods that involve simulations and direct practice, so that students understand the material more easily. In addition, the Qur'an recitation program provides great benefits in improving students' ability to read the Qur'an. Children who were previously only able to read Iqra now show significant improvements in mastery of tajwid and practice of recitations. This progress occurred thanks to a personal approach by KKN students, who acted as facilitators and mentors. Theoretical support for these findings can be found in the religious education literature, which states that interactive approaches to religious learning are effective in increasing student participation. In addition, previous research states that active involvement of students in community service programs can strengthen the capacity of local communities. These findings are also in line with research results, which show that practice-based learning has a positive impact on students' conceptual understanding.

The service program implemented shows an increase in Al-Qur'an reading skills among children in Tanjung Ibus Village. Before the implementation of the program, most participants were only able to read Iqra with varying levels of fluency. After four weeks of activities, around 80% of participants experienced significant progress, both in reading fluency and mastery of basic recitation. This is achieved through interactive learning methods that prioritize direct practice. The success of this program is supported by an approach that is adapted to the child's characteristics, such as the use of visual aids and simulations. This success cannot be separated from approaches that are adapted to children's characters, such as the use of visual media and simulations. This approach is supported by contextual learning theory (Contextual Teaching and Learning) which emphasizes the importance of experience-based learning. This approach is in line with contextual learning theory which emphasizes the importance of real experience in the learning process.

Apart from academic abilities, this program has also succeeded in forming children's religious character. They become more disciplined in carrying out worship, such as prayer and reciting the Qur'an. This change can be seen from the increase in their presence in learning sessions at prayer rooms and Madrasah Diniyah Awaliyah (MDA). Children begin to show behavior that reflects religious values, such as respecting each other and respecting time. These changes can be explained through habituation theory, which states that positive behavior can be instilled through repeated practice in a conducive environment. In this context, support from community leaders and parents plays an important role. This finding is strengthened by research which confirms the importance of religious education in forming children's character. The success of this program shows that collaboration between educators, parents and the community is the key to success in educating a religious generation.

After conducting observations and interviews in Tanjung Ibus Village, our KKN group discovered several important things related to education in the village. Therefore, we have prepared a number of work programs and activities, including:

Teaching at MDA

Teaching at Madrasah Diniyah Awaliyah (MDA) is a unique and important experience in the context of Islamic education in Indonesia. MDA is a non-formal Islamic religious education institution that focuses on teaching the basics of the Islamic religion to children. Teaching at Madrasah Diniyah Awaliyah (MDA) is one form of educational activity that we carry out every Monday to Saturday, as a concrete manifestation of the role of students in supporting Islamic religious education. In this activity, we act as teacher assistants, helping convey lesson material to students. such as, reading the Iqra and Al-Quran, memorizing prayers, practicing prayer, procedures for performing ablution and learning about tajwid. Where we carry out this MDA teaching activity in Hamlet VIII, Tanjung Ibus Village, Secanggang District, Langkat Regency.



Figure 1. Teaching Activities at MDA

Teaching activities at MDA have given us a lot of experience, starting from how to relate to students to dealing with children's different personalities. As shown by the students, this learning exercise had a good response. The program also influences student-student relationships and the environment. Teachers also appreciate it. This is the challenge that education students will face when they prepare themselves to become educators for the nation's next generation.

The aim of teaching activities in schools is to develop the skills and knowledge of prospective educators, as well as building effective partnerships with teachers, students and school staff, so as to create a learning environment that supports the academic growth and development and character of students. Even though this teaching activity has gone smoothly, the experience of being a teacher at MDA has turned out to be very valuable. Here, we can also deepen the knowledge and skills needed to become teachers. Factors that support our activities include student enthusiasm, support from the homeroom teacher, school enthusiasm for the presence of KKN students, and the dedication of the school principal. However, despite this support, we also face several challenges that affect the implementation of teaching activities.

The experience of teaching at MDA also provides us as students with a deeper understanding of how to communicate with students and deal with various types of children's personalities. Children in this village are generally active and have great curiosity, so we have to adjust our teaching style so that the material can be well received. The challenges we faced in this process included the lack of teaching facilities, so teaching

activities had to be adapted to local conditions. However, support from teachers and student guardians really helped this activity run smoothly.

Teaching the Qur'an

Teaching the Qur'an is an activity to educate someone, especially children, to read, understand and memorize the Qur'an. This activity often involves learning about tajwid (rules for reading the Qur'an), makhraj (where the letters come out), as well as simple tafsir to understand the meaning and context of the verses being read. Apart from reading the Qur'an, teaching the Qur'an can also include teaching daily prayers, short hadiths, as well as the basics of faith and morals in Islam. The main aim of teaching the Qur'an is to guide students in studying and understanding the Qur'an, as well as developing a deep spiritual understanding and religious values, so that they can apply these teachings in everyday life.

During this activity, we also provide brief explanations regarding the interpretation of the verses read so that children not only memorize them, but also understand the meaning they contain. The response from the children was quite encouraging, as seen from their enthusiasm for wanting to learn more deeply and requests for additional study time. The main supporting factors for this activity are the active participation of the chairman of the Mosque Prosperity Board (BKM) who provides facilities for learning activities, as well as the enthusiasm of KKN group members who participate in the Qur'an learning sessions.



Figure 2. Qur'an teaching activities in the Mushollah

In Tanjung Ibus village they don't only teach the Qur'an, there are still several children who still read Iqra. Some children are also proficient at reading Iqra and the Al-Qur'an, but there are also those who are still not proficient at reading Iqra and Al-Qur'an. During the implementation of this activity, we saw satisfactory results, namely high enthusiasm from the children in learning the Qur'an and their desire to study religion further. In fact, they asked for additional time to recite the Qur'an. Factors that support this activity include the enthusiasm of the children, support from the BKM chairman who provided the place, as well as the participation of members of the Tanjung Ibus Village KKN group. However, we also face obstacles in the form of children who are too active and often run around to buy snacks after the Qur'an session is over.

The Impact of the KKN Program on Children and the Surrounding Environment

The teaching and learning activities carried out by the 124 UINSU KKN group not only have an impact on improving children's academic abilities and religious knowledge, but also have a positive influence on the formation of their character. Children become more accustomed to discipline, respect each other, and apply the moral values taught during the program. Apart from that, this program has also strengthened relations between KKN students and the local community, including parents and religious leaders. It is hoped that this good communication will be able to encourage the community to continue to support religious education activities for their children, even after the KKN program is completed.

A significant success that is the best practice of this program is the creation of a conducive learning environment in the village. Collaboration between KKN students, community leaders and student guardians is the key to building children's enthusiasm for learning. This can be a recommended service model to be implemented in other areas with similar challenges.

However, the obstacles faced include limited educational facilities and limited time in completing the program. The lack of learning facilities such as books and teaching aids forced the KKN team to improvise in implementing activities. However, support from community leaders and parents helped overcome most of these obstacles.

Program Sustainability in the Future

Program Sustainability in the Future The KKN 124 program in Tanjung Ibus Village not only aims to provide short-term results, but is also oriented towards a sustainable impact on the community. Sustainability of this program is a priority so that the benefits that have been experienced can continue to be enjoyed by the community, even after the program ends. Therefore, we hope that the village community, together with religious leaders, village government and other stakeholders, can continue and develop this program independently. One concrete step is through close collaboration with local educational institutions to ensure that religious education activities continue consistently and with quality. To support this continuity, we recommend strengthening educational facilities, such as improving study rooms, providing religious textbooks, teaching aids and other resources that can support the learning process. Apart from that, training for teaching staff is also very important to improve their competence, so that the material presented is relevant and interesting for students.

We also encourage the organization of study groups in the community, involving various groups, including teenagers, parents and community leaders. In this way, religious education can become an integral part of everyday life, not only as a formal program, but also applied in society's social interactions. Through joint efforts and continuous commitment, we believe that Tanjung Ibus Village can become an example in developing inclusive, innovative and sustainable religious education. Solid cooperation between all parties is the key to creating a more advanced and empowered village in the future.

4. CONCLUSION

KKN students not only act as educators, but also act as community mobilizers in increasing awareness of the importance of religious education. We try to involve various parties, including parents and community leaders, to support this educational activity. Although there are many benefits, this program also faces several challenges such as limited time, lack of learning facilities. The KKN 124 UINSU group serves the community in Tanjung Ibus Village, Secanggang District, Langkat Regency, North Sumatra Province by focusing programs on education in addition to other community development and empowerment programs. The KKN student teaching program helps increase children's Islamic religious knowledge in Tanjung Ibus Village. Through interactive and fun learning methods, children can more easily understand basic religious concepts such as monotheism, fiqh, morals and Islamic history. Apart from knowledge, this program also has a positive impact on the development of children's character and morals. KKN students set examples of good behavior, teach moral values, and build a stronger spiritual awareness among children.

From the results of the teaching program implemented by KKN 124, it can be concluded that this program plays an important role in improving the academic and religious abilities of children in Tanjung Ibus Village. The interactive learning method that we apply has succeeded in creating a conducive learning atmosphere and encouraging children's interest in studying religion more deeply. It is hoped that through this program, a generation will be formed that has a good understanding of religion, has noble character, and is able to become individuals who are beneficial to the community around them.

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