

The Role of KKN Students in the Era of Digitalization of Education in Gabanganom Wetan Village

by Muhammad Syifa' Nuqoba

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The Role of KKN Students in the Era of Digitalization of Education in Gabanganom Wetan Village

Muhammad Syifa' Nuqoba^{1*}, Tasya Kurnia Yulia Putri², Alfiani Anditasari³,
Muhammad Zaki Adnan⁴, Nova Riyanti⁵, Eni Faujiyah Mailani⁶, Syarifatul Aulia⁷,
Aghina Ragil Sugesta⁸, Sulistio⁹

¹⁻⁹ Universitas Islam Negeri Walisongo Semarang, Indonesia

asyifnuqoba01@gmail.com^{1*}

Address: Jalan Prof. Hamka, Ngaliyan, Semarang City 50185, Central Java, Indonesia

Author correspondence: asyifnuqoba01@gmail.com

Abstract. In digitalization, education is a crucial element in developing individual potential and intelligence. To carry out education effectively in the era of digitalization, teaching staff are needed who can teach in formal and non-formal contexts, of course with their competencies. Our Real Work Lectures (KKN) are held in Gabanganom Wetan Village, Kangkung District, with the main aim of providing community service and supporting the improvement of children's education in the village. Even though the enthusiasm and passion for learning among children in Gabanganom Wetan Village is very high, the shortage of teaching staff is a major obstacle to achieving maximum education. This article is entitled "The Role of KKN Students in the Era of Digitalization of Education in Gabanganom Wetan Village." This research uses the Participatory Action Research (PAR) method and carries out field observations to identify potential and problems in the village. The results of KKN activities provide an illustration of the enthusiasm and enthusiasm of children and the community for education in the era of digitalization from the role of students as teaching staff in supporting education in Gabanganom Wetan Village through various formal and non-formal education activities carried out by KKN Group 124.

Keywords: Role, Students, Digitalization, Education.

Abstrak. Di era digitalisasi, pendidikan merupakan elemen penting dalam mengembangkan potensi dan kecerdasan individu. Untuk melaksanakan pendidikan secara efektif di era digitalisasi, dibutuhkan tenaga pengajar yang dapat mengajar dalam konteks formal maupun non formal, tentunya dengan kompetensi yang dimiliki. Kuliah Kerja Nyata (KKN) kami dilaksanakan di Desa Gabanganom Wetan, Kecamatan Kangkung, dengan tujuan utama memberikan pengabdian kepada masyarakat dan mendukung peningkatan pendidikan anak-anak di desa tersebut. Meskipun antusiasme dan semangat belajar anak-anak di Desa Gabanganom Wetan sangat tinggi, namun kurangnya tenaga pengajar menjadi kendala utama untuk mencapai pendidikan yang maksimal. Artikel ini berjudul "Peran Mahasiswa KKN dalam Era Digitalisasi Pendidikan di Desa Gabanganom Wetan". Penelitian ini menggunakan metode Participatory Action Research (PAR) dan melakukan observasi lapangan untuk mengidentifikasi potensi dan permasalahan di desa tersebut. Hasil dari kegiatan KKN memberikan gambaran tentang semangat dan antusiasme anak-anak dan masyarakat terhadap pendidikan di era digitalisasi dari peran mahasiswa sebagai tenaga pengajar dalam mendukung pendidikan di Desa Gabanganom Wetan melalui berbagai kegiatan pendidikan formal dan non formal yang dilakukan oleh KKN Kelompok 124.

Kata kunci: Peran, Mahasiswa, Digitalisasi, Pendidikan.

1. BACKGROUND

Students are part of the intellectual community in this country who are expected to be able to contribute to the development of the nation and state. One of students' obligations is community service, which is part of the Tri Dharma of Higher Education, such as through Real Work Lecture (KKN) activities. KKN is a real form of applying the knowledge gained in college to society (Big Indonesian Dictionary, n.d.) (Aliyyah et al., 2021). KKN provides students with empirical experience of living in society outside campus, while also teaching them how to identify problems in society. KKN can be understood as a process of community

development and learning which includes: (1) one of the student's lecture activities, (2) carried out in the field, (3) a form of community service, and (4) helping the community solve development problems. KKN directly connects the world of education with efforts to realize community welfare.

There are several options for implementing UIN WS KKN in 2024, namely, International KKN, Nusantara KKN, Special Independent KKN and Programmed Initiative Independent KKN. Our group agreed and implemented the Programmed Independent KKN Initiative and were chosen as group 124. The KKN location we got was Gebanganom Wetan Village. Gebanganom Wetan Village is a village in Kangkung District, Kendal Regency, Central Java Province, Indonesia which has an area of around 120 Ha. Gebanganom Wetan Village only consists of 1 hamlet, namely Gebanganom Wetan. The implementation of KKN will start on July 4 2024-August 17 2024. Walisongo State Islamic University Semarang gives students a mandate to help improve education in underdeveloped to developing villages.

Education is an important factor for every human being. Education is a conscious and planned effort to create a learning atmosphere and learning process (Lestari, Ardian, and Harahap, 2021). Education is an effort to accelerate the development of human potential so that they are able to carry out the tasks assigned to them. The level of education in Gebanganom Wetan Village includes kindergarten, PAUD, SD and Madrasah Ibtidaiyah education units, this attracted the attention of our KKN group to learn to help educate children in the village, both through formal and non-formal education.

According to Law no. 20 of 2002 Article 13 paragraph 1, educational pathways consist of formal, non-formal and informal education (Ni'am and Lubis, 2019). The shortage of teaching staff and understanding regarding digitalization for education in this village is a challenge for us to play a role as teaching staff in improving education in Gebanganom Wetan Village. Teaching/educational personnel are an important component in the implementation of education, with the duties of teaching, training, researching, developing, managing and providing technical services in the field of education. One element of educational staff is teaching staff whose main task is teaching.

Several KKN students help the village government or community through planned work programs. One of the work programs is the role as an educator, both in formal and non-formal education with a digitalization approach to education in Gebanganom Wetan Village. In formal education, the KKN Group Team acts as teaching staff at SDN Gebanganom Wetan, Madrasah Ibtidaiyah NU 13 Gebanganom Wetan. Meanwhile, for non-formal education, KKN participants act as educators through free tutoring programs, traditional dance training and

assisting with teaching and learning activities at TPQ NU Salafiyah As-Syafi'iyah, Gebanganom Wetan Village. Thus, the implementation of KKN in Gebanganom Wetan Village, Kungkung District, Kendal Regency, Central Java Province, encouraged the author to write a scientific article with the title "The Role of KKN Students in the Era of Digitalization of Education in Gebanganom Wetan Village".

2. METHODS

This research uses the Participatory Action Research (PAR) method. The PAR method emphasizes the importance of social and collective processes in understanding "What is really happening" and "What is the impact of changes that are beneficial to society, especially students." PAR actively involves all relevant parties in assessing ongoing actions. This term is often used in the context of research on society as an object. The aim is to make changes and improvements towards a better direction (Lestari, Ardian, and Harahap, 2021).

KKN participants also carried out field observations to identify the potential and problems that exist in Gebanganom Wetan Village. An assessment of the potential and problems was carried out by interviewing the local village head, followed by interviews with several related parties, such as school principals, teachers, foundation owners, village residents, mosque takmir and students. The results of these observations and interviews were then analyzed. From this analysis, potential and problems were found in Gebanganom Wetan Village. Solutions to these problems were then implemented through several work programs, including: teaching programs in elementary schools, Madrasah Ibtidaiyah, TPQ, KB & Kindergarten as well as free tutoring programs. Apart from that, KKN participants also organize programs to accommodate the talents of local students in the form of learning traditional dancing and painting. and also held several religious competitions for children in Gebanganom Wetan Village to develop abilities in the religious spirit and train character development.

3. RESULTS AND DISCUSSION

Implementation of Real Work Lecture Activities (KKN)

Real Work Lectures (KKN) is a form of community service activity carried out at a certain time and place, the theme of the 2024 MIT 18 KKN is "Community Empowerment in Revitalization Strategies for Sustainable Local Development" 2024 KKN is carried out in groups, with each The group consists of 15 people. One form of our group's service to the community is through activities in the education sector with the aim of improving the quality of education, especially in the era of digitalization in Gebanganom Wetan Village, Kungkung

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District, Kendal Regency. The target of this KKN activity is to develop the potential of students and improve children's education in Gebanganom Wetan Village in the era of digitalization.

Realization of Student Roles Through KKN Activities

There are several steps that students can take through KKN activities, one of which is improving the quality of digitalization of education and dealing with problems that exist in the village where KKN is carried out. KKN students can design programs that suit the needs of the village (Nugraha Wahyudi et al., 2021). Likewise with our KKN group, which plans and implements work programs that focus on education issues in Gebanganom Wetan Village in the era of digitalization of education. Education in this village requires more attention because the facilities and teaching staff are still inadequate. Therefore, we decided to act as educators in Gebanganom Wetan Village through KKN activities.

Realization of Activities in Formal Education

KKN students carry out work programs in the field of formal education by acting as teaching staff at SDN Gebanganom Wetan. In this State Elementary School, there are only 10 permanent teachers who teach 45 students. The facilities used to support teaching activities include books, writing tools such as pens, pencils, rulers, erasers, blackboards and chalk. Teaching activities at SDN Gebanganom Wetan are carried out three times a week, namely on Monday, Wednesday and Thursday, from 08.00 to 11.00 WIB.

The facilities at this school seem inadequate, as the classrooms are simple, barren, and there are also several damaged facilities. Based on the information obtained, this school is short of students because it has to compete with Madrasas and State Elementary Schools which are more popular, as well as a shortage of teaching staff. There are only ten teachers teaching, while there are six rombel (study groups) at the school. Therefore, the presence of students as teaching staff at SDN Gebanganom Wetan is really needed, especially in facing the era of digitalization of education. Teachers and students warmly welcome KKN students carrying out teaching programs. Students help teach basic material such as reading, arithmetic, and focus on practicing ANBK questions using laptop devices because many students are not yet fluent in these skills. This is a challenge for KKN students in their role as educators who provide new knowledge to students.

According to students at the school, the material in the form of ANBK practice questions taught by KKN students was something they had never learned before from their teachers. Usually, they only learn to read, count and copy material from worksheets into their

books. Thus, the material taught by KKN students becomes new knowledge for students at the school. Apart from teaching the material, we also provide education to students to learn to plant in small areas of land or what is usually called Urban Farming. This is done to equip them with practical skills that can be useful in everyday life and as economic potential in the future.

Realization of Activities in Non-Formal Education

Apart from acting as educators in formal education, KKN students also take part in non-formal education activities, such as teaching free lessons, teaching and practicing traditional dances in Gebanganom Wetan Village. This free tutoring is held every Friday afternoon at 14.00 WIB at Post KKN 124 where students help children with their homework and teach material they still don't understand, such as reading, mathematics, etc. KKN students also help learn to dance the traditional dance "Goyang Semarang". The facilities used to support this non-formal education activity include Bluetooth speakers, reading books, color tools, media for tutoring such as writing boards, notebooks, writing tools such as pens, pencils, rulers, eraser, whiteboard, and marker.

Apart from carrying out work programs through teaching in formal and non-formal education, our KKN student group also collaborates with IPNU, IPPNU, Karang Taruna in holding religious competition activities for children in Gebanganom Wetan Village. These competitions cover categories from Kindergarten to Elementary School levels such as calligraphy coloring competitions, daily prayer memorization, book reading, Tajwid, and Adza. The competition was held on August 16 2024. This competition received full enthusiasm and support from the community, village officials, schools, madrasas and children of Gebanganom Wetan Village, with a total of around 50 participants. The prizes given cover the daily needs of a student/learner. The aim of the KKN students in holding this competition is to provide a platform for the children of Gebanganom Village to channel their talents and potential, as well as train their mentality to show off their talents in front of teachers and friends.

4. CONCLUSION

Real Work Lectures (KKN) as a form of student service to the community provide a positive impact on the areas visited. KKN group 124 has carried out service in Gebanganom Wetan Village, Kangkung District, Kendal Regency, Central Java Province, with the main focus on educational programs, in addition to other community development and empowerment programs, considering that there is a shortage of teaching staff in the village, even though there is a shortage of teaching staff, especially in the fields of skills and religious

education, specifically leading to the digitalization of education, the village children's enthusiasm for learning remains high. This can be seen from the implementation of the programs carried out with excellent enthusiasm by KKN group 124 students from UIN Walisongo Semarang.

The programs that have been implemented have received a positive response from the village community, school principals, teaching staff and the village government. They really appreciate and feel helped by the presence of KKN students, as can be seen from the community's desire and enthusiasm to accept KKN students in the future. Suggestions for further researchers are to ensure that the programs that have been implemented will be continued, implemented and developed sustainably by the village community.

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