

Rural Community Development Through Community Service Program (KKN) in Malaka Hamlet, South Sulawesi Selatan

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ABSTRACT

The aim of this research is to present the reality of a student's service to society. It also provides religious guidance and assistance as an effort to improve spiritual quality and explore the potential interests and talents of the younger generation in the field of sports through competition. This type of research is qualitative research. Data sources were obtained through observation, interviews and documentation. Data collection techniques included interview, data analysis, and drawing conclusions. The result of this research was the establishment of close ties among the residents regardless of social status and cooperation built in every activity held such as inter-hamlet sports week activities, zakat training, teaching and learning activity and the Malaka Hamlet TPA, Islamic festivals. This activity was held in Malaka Hamlet, Cenrana Baru Village, Cerana District, Maros Regency. The residents of Malaka Hamlet received the arrival of Community Service Program (KKN) students. It is also expected that the students would bring the change and contribution through community empowerment in improving the quality of education, social, and religious.

Keywords: Community Service, Work Programs, Students

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INTRODUCTION

Community Service Program or known as *Kuliah Kerja Nyata* (KKN) referred to the activities focusing on students staying for a certain period of time with the aim of assisting the community to solve various problems that occurred in society (Azhar et al., 2023). At the beginning of its development, KKN students were a combination of two *dharmas*, namely teaching and community service. As it developed, the dharma of research became part of the university's obligation to carry it out (Hanami et al., 2023; Laumakis, 2023; Shani & Behera, 2022; Sugiarti, 2022; Suyudi & Putra, 2022). The combination of the *tri dharma* of higher education results KKN as regarded as a sub-system of higher education in Indonesia (Sihombing, 2024). In this present, KKN activities are a mandatory university program carried out by students. Therefore, the main aim of KKN is to assist society improving human resources by optimizing the potential and creativity.

This KKN activity is based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 20 Paragraph 2 and Likewise in Article 24 Paragraph 2 it is stated (Sausan, 2020):

"Universities are obliged to provide education, research and community service."

"Universities have the autonomy to manage their own institutions as centers for providing higher education, scientific research and community service."

This law is a reference for university institutions in carrying out a college program, namely Community Service Program (KKN). The aim of which is to apply the knowledge gained to the surrounding community, commonly from delegates of campus agency partners. Furthermore, the implementation of KKN is multidisciplinary and integrated with education, research and community service (Harmelia et al., 2024; Paputungan, 2023; Pratiwi et al., 2024). Students directly deal with the community in order to be able to cooperate, provide mutual assistance and contribution. Apart from that, KKN activities are designed to develop students' competencies through real experiences in society (Febriani et al., 2023; Hesti & Markos, 2024; Yunita et al., 2022). Through this experience, students are able to reason analytically based on empirical and realistic sources and uphold the value of local wisdom towards a developed community (Briggs & Lumsdon, 2022; Puspita et al., 2024; Ruslan & Irham, 2022). Implementing student activities during this KKN program will not be successful without the collaboration with the local community. Therefore, students need to involve the community in various activities carried out cooperatively.

Collaboration among the students and the community in the Community Service Program (KKN) is a form of service carried out by universities in Indonesia. This program aims to integrate the theory obtained by students during lectures with real practice in society (Aulia et al., 2022; Narwanto et al., 2022; Tunas, 2022). One concrete example of this program is KKN which was carried out in Malaka Hamlet, Cenrana Baru Village, Cenrana District, Gowa Regency, South Sulawesi Province.

Malaka Hamlet is an area that has significant potential for development, both from an economic, social and cultural perspective. However, like many other villages, Malaka Hamlet also faces various challenges that require attention and innovative solutions. It is expected that collaboration among the students and the community can make a significant contribution in overcoming various existing problems and improving the welfare of the local community (Bahrudin et al., 2024). Malaka Hamlet is located in a mountainous area. Based on the researchers' observation, it is revealed the village could not access the internet connection due to poor signal in 2021. Consequently, the residents only rely on assistance from the government, namely several Wi-Fi modems which have limited access. Technological developments have been assisting Malaka Hamlet villagers proven by the existing internet tower to capture the signal. Thus, the communication via cellphone runs smoothly.

In this KKN program, students not only act as program implementers, but also as facilitators who ease the community in designing and implementing various activities that can improve the quality of life. The programs designed cover various fields such as education, health, agriculture, and creative economy

development. Students can learn directly from real experience in the field, while the community can benefit from the knowledge and innovation brought by students. It is also expected that this collaboration will have a sustainable positive impact on Malaka Hamlet and become a model for KKN programs in other areas.

METHODS

This type of research is qualitative research. Qualitative research is a research method employed to understand complex and dynamic phenomena through in-depth exploration of the views, experiences and meanings given by individuals or groups to an event (Irfan et al., 2023). Primary data was obtained directly from the field through interviews, observations, and focus group discussions (FGD) with the villagers of Malaka Hamlet, students involved in KKN, as well as related parties such as the village government and community leaders. In terms of the secondary data sources, this data includes related documents, KKN activity reports, village statistics, as well as literature or previous research considered to be relevant to the research issues.

In terms of data collection technique, it was conducted through several steps. The first step is in-depth interviews. It was carried out with key informants such as village heads, community leaders and students involved to gain a deeper understanding of the KKN program and its impacts. The second step is participatory observation. In this step, the researchers directly involved in KKN activities and observe interactions between students and the community, as well as the implementation of environmental development programs. The third step is Focus group discussions (FGD) which was conducted with community groups to discuss their perceptions of the KKN program and its impact on the environment and their lives. The fourth step is Documentation such as collecting documents and written notes that are relevant to the KKN and environmental development program.

In terms of data analysis technique, it includes Thematic Analysis. Thematic Analysis is utilized to identify main themes from qualitative data obtained through interviews, observations and FGDs (Kusel et al., 2017). Data will be coded and categorized according to emerging themes, such as program impact, challenges faced, and community involvement. Furthermore, data triangulation is also implemented to enhance validity and credibility of the findings such as comparing data from interviews with data from observations or documents (Annisa Fatmawati et al., 2022). Additionally, this research also identified challenges and opportunities for future program improvements.

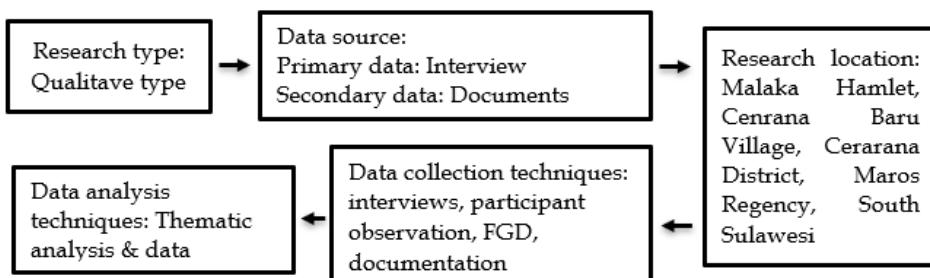


Figure 1. Thematic Analysis

RESULTS AND DISCUSSION

After accomplishing several days to directly observe in Malaka Hamlet village, the students conducted socialization in order the society recognize toward the programs offered by the students which then would be further discuss which program suits more with the needs of the villagers. This socialization activity was attended by approximately 30 villagers, accumulated based on invited guests and villagers who sympathized with this program. During discussion process, several communities questioned the concept of the work program which had been designed to suit their needs and became the basis for rejecting and accepting the draft work program. Apart from that, there are several proposed activities from the community and village government which are also discussed cooperatively among the students and the community as well as the Village government in order that the students decide to receive or decline the proposals purposed by the community.

The results of the seminar held produced results through several considerations and input/suggestions from the local community who attended the activity Wijekoon et al. (2024) as below.

Table 1. Results of the 66th Malaka Hamlet KKN Work Program Seminar

Name of Work Program	Objective	Target Participants	Succes Indicators
Zakat Counseling	Provide an understanding of the importance of paying agricultural zakat	Malaka Hamlet Community	70% of the people of Malaka Hamlet pay agricultural Zakat
Arrangement of the Body	Provide understanding and practice of procedures for handling corpses	Malaka Hamlet Community	Carried out once during the KKN period
Inter-Village Sports Week	Exploring the potential of youth in the field of sports	Malaka Hamlet Community	A minimum of 3 sports are contested
Islamic Festival	Stimulating the spirituality of the people of Cenrana Baru through competitions	Malaka Hamlet Community	3 religious competitions were held
Teaching at SDN 64 Malaka and TPA	Provide training in operating computers and provide an understanding of religion	Students of SDN 64 Malaka and TPA Santriwati students	50% of SDN 64 Malaka students can apply the basics of using computers



Figure 2. Seminar activities of the Malaka Hamlet KKN Work Program Batch 66

The results of the program above are the responsibility of the students and are assisted by the local community in achieving the program activities successfully. Below is the realization of activities that students successfully carried out while undergoing KKN in Malaka Hamlet class 66, Cenrana Baru Village, District. Cenrana, Kab. Maros.

Zakat counseling

Linguistically, counseling is the meaning of the English word Counseling, which is often translated as recommending or advising (Machmoed & Rasyid, 2022). Meanwhile, according to the term, Priyanto and Erman Anti stated that counseling is the process of providing assistance carried out through counseling interviews by an expert (called a counselor) to individuals who are experiencing a problem (called a client) which leads to the resolution of the problem faced by the client (Separen et al., 2022). What is meant by zakat counseling is providing information to the community and related components about all matters relating to zakat, using good counseling methods and techniques, so that the objectives to be achieved by the counseling activities can be achieved optimally (Marselina et al., 2022; Rosdialena & Alrasi, 2023; Saniah & Firdaus, 2023). The zakat counseling activity was a work program proposed by KKN students from Class 66 of Malaka Hamlet which had been agreed upon.

This work program is based on a design from KKN students and is accepted by the community since it is considered as one of the community's needs to improve spiritual quality. Based on the observation in Malaka Hamlet village, it was found that the community has not contributing optimally in managing agricultural *zakat* since there were numerous villagers who did not comprehensively recognize the use of agricultural *zakat* itself. It was proven by the management which was inadequate and not in accordance with the provisions of zakat management itself. Thus, it was necessary to provide education toward *zakat* itself to the villagers.



Figure 3. Zakat Extension Activities

The image above is documentation of the realization of the zakat counseling activities held, taking place in the Cenrana Baru Village Sports building. Approximately 30 participants with an accumulation of religious and community leaders, the students also invited instructors from the National Zakat Amil Agency (BASNAS) to provide material about agricultural zakat and its management. During the activity process, the enthusiasm of the community in listening to the material can be seen through the discussion between the presenters and the community itself. Based on the results of interviews with several participants after participating in this activity, it was found that there was a change in comprehending the issue of zakat so that this activity was considered as effective in increasing the understanding of zakat.

Arrangement of the Body

The word "corpse" is the name for a corpse that is in a stretcher, some say it is the name for a stretcher that contains a corpse and if there is no corpse in it then it is not called a corpse but just a stretcher (Astirin et al., 2021). Based on the understanding stated above, it can be concluded that a corpse is someone who has died who was placed in a stretcher when passed away. Handling the body from preparing it, washing it, (Tijmsma et al., 2023)memorize it, pray for it, take it to the grave until it reaches (Tijmsma et al., 2020). Burying a corpse is a religious command addressed to Muslims as a community group. Even though carrying out the corpse is *fardhu kifayah*, religion recommends that as many people as possible participate in the funeral prayer, accompany it to the grave and witness the burial (Pan et al., 2021). Therefore, if a Muslim does not comprehend fully the knowledge of the religion's rules regarding this matter, it will be a great disgrace for them (Kholis & Harianto, 2022).

Considering the condition of the community who are frightened when a village resident dies, it is necessary to provide guidance to the community regarding the handling of the corpse. That is the beauty of Islam, even the dead are still glorified, washed, shrouded, prayed for and prayed for (Kumala, 2024). Apart from that, its implementation requires guidance to the community to overcome thoughts that have deviated from Islamic law, such as mystical stories when someone dies causing the society feel reluctant to carry out funeral arrangements.

The implementation of zakat counseling was carried out at the *Nurul Falah* Mosque. Approximately 70 participants with an accumulation of religious and community leaders, the students also collaborated with the campus LP2M in the

implementation process. There were numerous obstacles causing the villagers do not comprehend the knowledge for handling corpses, such as the lack of tools to use to practice the procedures for handling corpses and limited time. Moreover, this can be paid off by the enthusiastic participation of the community in participating in this event, such as religious figures who responded and questioned during the activity.

Inter-Village Sports Week

Physical activity is a basic way to improve physical and mental health. Sports activities have various kinds of activities that are beneficial for the body to be healthy. In terms of the sport activity, the sport organized by the children of KKN Class 66 of Malaka Hamlet was football between Cenrana villages at that time.



Figure 4. Soccer Pordus Activities

The implementation of Pordus took several weeks to select each team that successfully fights through 1 vs 1 team. The football activity took place at the Gelora Lappa Cumeleng Field, as many as 9 teams participated in the mini football competition which was held, including Matanre A, Matanre B, KKN, Labetta, Portugal, Aparat, Maccini, Tanete, Arokke. During the activity conducted, there were many obstacles faced, such as a lack of referees so that there were several players who also served as referees, the committee's lack of firmness which was the cause of several chaos that occurred in the match for both players and supporters.

Based on the objectives of this program, the results were quite satisfactory considering the potential that emerged during the match. This cannot be separated from the contribution of the Village Government and Karang Taruna both in terms of funding and personnel.

Islamic Festival

Children as the next generation of culture, religion and nation are an inseparable part of today's society (Fauzi et al., 2023). It is said to be a cultural successor because in the future it is hoped that children will be able to continue the good traditions that exist today and further improve traditions that tend to have negative values that currently exist (Bakri et al., 2023). Children are also expected to be able to maintain religious values and implement their practices while upholding correct religious principles.

The Islamic children's festival in question is an activity that contains Islamic religious competitions such as the call to prayer competition, memorizing short surahs, and prayer practice (Leaman, 2022; Osborne, 2024; Purwati et al., 2023; Sells, 2023). This competition was deliberately chosen because it is hoped that it will trigger children's enthusiasm to want to practice preparing themselves for the chosen competition field and gain religious learning experience with different alternatives outside of formal school (Syardiansah, 2019). Providing learning and training experiences is based on the process that each child experiences before the competition because they will prepare themselves seriously, train hard, study hard. The prize itself is a trigger for enthusiasm and a form of appreciation for the efforts that have been made (Majidah & Susilo, 2024).

Based on the results of discussions in the work program seminar forum where TPA children liked competition, this work program was agreed to be implemented. Apart from its competitive nature, this activity also aims to increase the learning motivation of TPA children in Malaka Hamlet and increase their competitive experience.



Figure 5. Islamic Festival Competition

The Islamic Festival is held at 2 stages, namely the Hamlet and Village levels at the same place as the Nurul Falah Mosque. There were 12 participants who took part in the competition at the hamlet level, while there were 29 participants who took part in the Islamic festival competition at the village level, with the categories being contested namely memorization of short surahs, call to prayer competition and memorization of daily prayers. This activity received a good response from the children, especially the participants, since this competition can also evaluate the knowledge gained at the Children's Education Park (TPA).

Teaching children at SDN 04 Malaka and TPA

Based on the interview with the school principal and also the head of the TPA, it was found that there was a lack of teaching staff both at school and at the TPA, therefore a teaching program at the school and TPA was agreed upon. Teaching and learning activity was carried out at SDN 64 Malaka every Tuesday and Wednesday, while teaching at TPA was on Monday-Saturday during the KKN period.

CONCLUSION

The Community Service Program (KKN) is a form of service carried out by students of the Alauddin State Islamic University of Makassar (UINAM) to the people of Malaka Hamlet, Cenrana Baru Village, Kec. Cenrana, Kab. Maros for 45 days. This aims to empower residents and improve local environmental conditions. Through this activity, students and related parties work together with the community to provide useful education and training in the fields of health, education, economics and the environment.

The results of work programs that have been realized during the KKN period can be implemented in Malaka Hamlet, such as zakat training activities, Islamic holidays, teaching at TPA and SDN 64 Malaka based on survey results, potential and existing problems. at the KKN location. The programs implemented play an active role in solving village problems such as the quality of education, religion and social problems. and sports. Community contribution is an important element in the realization of programs that have been implemented. Apart from that, researchers appreciate the warm community service in the hamlet. The work program carried out has invited many members of the public to take part. The successful realization of the program is part of the community's contribution in helping program implementation.

Overall, this KKN program does not only focus on solving temporary problems, but also seeks to build awareness and sustainability in environmental management and community welfare. The success of this program shows the importance of collaboration between educational institutions and the community in achieving common goals. This journal article can still be used as further research to examine several other aspects related to the results of real work study programs realized by future researchers. Apart from that, it is hoped that this research can become a reference for the next generation of students who will carry out community service in the hamlets of their respective campus institutions. It is recommended that students need to carefully analyze and pay attention to the needs of each villager and community in order to contribute effectively.

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