



SOCIAL TRANSFORMATION THROUGH THE KKN PROGRAM UIN SUMATERA UTARA

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ABSTRACT

Social transformation is a process of fundamental but significant changes that occur in social structures, interaction patterns, norms values, and institutions in a society. Social transformation can occur due to several important factors, one of which is education. Increased access and quality in education can empower individuals and groups to demand social change in a more positive direction and play a more active role in society. This action researchers do as a form of problem solving that occurs in the village of Lalang, Tanjung Pura District, Langkat Regency where the local community is still less concerned about the importance of non-formal education. Non-formal education needs to be applied to this village because of the many problems that occur such as low interest in learning, poor literacy levels and interest in reading, lack of community potential in career development, and so on. This research was conducted using a qualitative approach and descriptive method, where researchers collected data from various sources such as observation, interviews, and documentation. The various programs carried out in the implementation of non-formal education provide positive results and impacts for the community and researchers. The increasing enthusiasm and concern of the community about the importance of non-formal education has shown that the success in social transformation is being carried out.

Keywords: social transformation, non-formal education, Lalang village

1. INTRODUCTION

Kuliah Kerja Nyata (KKN) is one of the forms of service carried out by students to the community with an interdisciplinary and sectoral approach in the time and in the area determined by each university implementing the program (Karimah et

al., 2020). UIN North Sumatra is one of the many universities that implement the KKN program every year with the aim of facilitating students in applying the knowledge that has been obtained by each individual during the lecture period into a real social context, especially in supporting the development of rural communities. In addition, KKN can also be useful as a medium for students to interact directly with the community, understand the problems faced, and contribute to finding solutions through an interdisciplinary approach.

Nowadays, globalization makes social change so fast, including community development. This is influenced by the emergence of various new knowledge and innovations in the field of technology, environmental changes, and changes in population structure. In the educational environment itself, the community is also emphasized to participate in building and maximizing self-help with the abilities they have. Compared to formal education, non-formal education touches a much larger range of aspects. (Sriwahyuni et al., 2023) in his research which also quotes from previous research states that non-formal education has a much greater influence because the learning approach applied in non-formal education is more individualized where it is only focused and centered on students. The existence of non-formal education is believed to be able to provide further learning to students, develop insights and knowledge, train skills both in academic and non-academic terms, so that the level of community learning aspirations becomes higher.

Non-Formal Education

Non-formal education is education that is carried out or provided outside of formal education activities. In research conducted by (Nabila et al., 2023) related to "Optimizing Nonformal Education Through the Participation of KKN IAIN Kediri Students in Klepek Village" it is explained that usually between formal and informal education is carried out in a separate but still organized way with a certain teaching and learning activity to develop an ability in a particular field in the community. In short, informal education is more focused on the needs or problems that exist in the community and serves as a complement in adding or supporting formal education activity programs. Examples of non-formal education include talent interest training centers, tutoring institutions, and Al-Qur'an Education Centers (TPQ).

The Importance of Non-Formal Education

The implementation of non-formal education in villages can improve the quality of life and encourage sustainable development. Although the existence of formal education in the village does not rule out the possibility that the education provided there is good enough. In fact, there are several cases that formal education in the village is still somewhat unsupportive so that it cannot develop the abilities of students to the fullest (Waton, 2022). As explained by (Larasati & Nur Fadilah, 2023) in the research "The Link Between Non-Formal Education

(Tutoring) With Learning Outcomes of Jambuluwuk Village Children” that the existence of more and more subjects due to curriculum demands makes many students feel unable to follow properly any learning carried out due to lack of learning hours. The existence of several obstacles makes not every school have or apply additional lesson hours for its students, and this usually happens in rural areas.

While in previous research conducted by (Julianto, 2019) on “Collaboration of Nonformal, Informal, and Formal Education in Youth Education in the Special Region of Yogyakarta” in 2019, it was explained that the existence of non-formal learning can be a forum for youth or village communities in developing organizational skills and can also be more active in participating in community activities so that it can prevent people from doing bad activities that can damage the younger generation.

The results of research conducted by previous researchers show that there are changes in a positive direction both in children and parents because of non-formal education. The existence of parental support for children to participate in non-formal education can shape good behavior and become a motivation for other children to participate in non-formal education programs conducted by previous researchers.

Social Transformation

In research conducted by (Zamani, 2022), it is explained that social transformation is a change that exists in various social institutions in a society that becomes one. These changes can affect social systems such as values, behavior patterns, or attitudes in a society consisting of several social groups. The existence of education in social transformation in society can make people's skills in critical analysis better. Education can guide a person in accepting new values so that they can open their minds to be broader, think objectively, rationally, and force them to create innovations in life to be more advanced.

The difference between this previous research and the problems that exist in Lalang Village is located in human resources (HR). In Lalang Village, the problems are much more complex, such as the lack of teaching staff in the field of education, the lack of children's interest in learning, especially in literacy and interest in reading, to the low level of public awareness of non-formal education which is useful for self-development both from knowledge and expertise in other fields. The existence of this makes researchers feel that collaboration between formal education and non-formal education is not enough for the people of Lalang village, but requires social transformation that can mobilize and increase public awareness of the importance of non-formal education. Because with formal education in schools alone is not enough for students. This can be seen from the number of children who are still not fluent in reading, the level of knowledge of

subjects that are still low, to the lack of religious knowledge. Of course, this problem cannot be ignored.

Therefore, KKN UIN North Sumatra Medan students who are in Lalang village try to help optimize and carry out social transformation of the Lalang village community towards non-formal education by conducting various activity programs in the fields of education, economics, law, to science and technology.

Law No. 20/2003 explains that non-formal education includes a variety of education, such as early childhood education, youth education, life skills education, literacy education, women's empowerment education, equivalency education, skills education and job training, and other education that can be useful for each individual. In research (Astuti et al., 2023) on "Non-Formal Education as a Process of Cultivating Islamic Values in Children" also explains that the level of public concern for non-formal education is also getting higher. This can be seen from the increasing number of developments in course institutions and education centers in various fields. However, this has not really happened in some areas, especially in rural areas. There are still many rural areas that do not place much importance on non-formal education because they think that formal education taught at school is sufficient. Therefore, the existence of social transformation through the KKN program implemented by UIN North Sumatra Medan is very important to accelerate the development of rural communities, especially in the field of non-formal education. In this KKN program, students are also emphasized to be able to improve non-formal education outside of school.

The lack of public awareness of non-formal education in Lalang Village makes researchers take this problem to be used as further research related to how the KKN program of UIN North Sumatra Medan contributes to social transformation in Lalang Village, especially in the field of non-formal education. This research will also identify the extent to which the educational interventions carried out by KKN UIN Sumatera Utara Medan students are able to increase community involvement in the learning process, as well as its impact on improving the quality of life of the villagers.

2. RESEARCH METHOD

In carrying out this research, researchers used a qualitative research approach, where qualitative research has a research approach in the form of exploring and understanding how a social phenomenon exists in the community by deeply interpreting descriptive data (Hani Subakti, 2020). This method is also often referred to as a naturalistic research method, where the implementation is carried out naturally. In addition, qualitative research has research results based on the interpretation of data collected in the field during the research process (Sugiyono, 2013). The subjects in this study were students in Lalang village. According to (Nurhaji Aprilianto, 2022) in conducting descriptive qualitative research, there are

several methods that can be used in data collection. Some of these methods are as follows: Observation, Interview and Documentation

3. RESULT AND DISCUSSION

Social transformation is a process of fundamental but significant changes that occur in social structures, interaction patterns, norms values, and institutions in a society. Social transformation usually occurs due to a shift in individuals and groups in behaving, communicating, and organizing which can ultimately change overall social dynamics (Syafutra et al., 2022). Social transformation can occur due to several important factors, one of which is education. Increased access and quality in education can empower individuals and groups to demand social change in a more positive direction and play a more active role in society.

Previously, researchers had approached the Lalang village community in order to find out what problems existed in the village so that they could be discussed further with KKN UIN Sumatera Utara Medan Students. related to what programs can support the social transformation of the Lalang village community, especially for students who attend school in Lalang village. Activities carried out by KKN UIN North Sumatera Medan students to transform non-formal education in Lalang village have been carried out for 30 days. As for some of the programs carried out to transform social non-formal education, such as tutoring located at the KKN UIN North Sumatra Medan Student Post, teaching the Koran in several Mushola in Lalang village, to the children's reading corner. In addition, together with KKN UIN North Sumatera Medan students, researchers also carry out various programs in other fields that can support the success of social transformation in Lalang village.

From what researchers have studied during observations, often students who go to school in Lalang village, both in elementary and junior high schools, have poor behavior, both during the learning process and when they interact with each other. Researchers found that these things were triggered by how their learning process. Students often spend their time playing gadgets to surf social media and view less educational content rather than spending time repeating lessons from what they have learned at school. Only a few of them have the willingness to study more when school hours are over. If students in Lalang village are not supervised in the use of social media by both parents and teachers, what can happen is deviant behavior committed by students both to themselves and to others (Devi et al., 2018). This deviant behavior is found by many researchers in the junior high school environment, where students use their gadgets secretly in order to play social media during the learning process. Of course, this can make their performance decrease because they do not follow the teaching and learning process properly. This problem is also reinforced by Utomo and Marmoah described in research conducted by (Mulyana et al., 2023) that politeness and courtesy are attitudes and behaviors of a person to be able to respect interlocutors when interacting with

each other. Teachers also have an important role that must be more active in supervising the behavior of students and giving them the right understanding so that they can use social media wisely.

Unlike junior high school, in elementary school the behavior of students is much easier to manage. Even so, the same problem between elementary school and junior high school is that both have problems in the learning process. Most of the students do not understand the lessons given at school well so they find it difficult to grasp the lessons delivered. Not only students, but the awareness of the Lalang village community is also still low about the importance of non-formal education. In fact, the existence of self-development training can improve their ability to work or even make new innovations in their work. Therefore, researchers arranged several stages in carrying out social transformation in Lalang village. The arrangement of the plans and stages of implementing these programs are as follows:

The Implementation Stage

Stages of implementation	Methods	Expected result
Schedule of activities and socialization plan	<ol style="list-style-type: none"> 1. Discussion 2. Material review 3. Direct approach 	<ol style="list-style-type: none"> 1. Informal education model for the community 2. Place of activity implementation 3. Raising awareness about education
Implementation of education	<ol style="list-style-type: none"> 1. Tutoring 2. Teaching the Koran 3. Children's reading corner 	<ol style="list-style-type: none"> 1. Increased understanding 2. Increase interest in reading
Counseling and socialization	<ol style="list-style-type: none"> 1. Wirid routine 2. Stunting counselling 3. Advancing Roti Rahman MSMEs 4. Ecorpint 5. Bullying law counselling 6. Socialization of career paths in the digital era and science technology 	<ol style="list-style-type: none"> 1. Increased understanding 2. Improved mindset in entrepreneurship and consumer upgrading 3. Increased legal awareness 4. Development of mindset towards self-development and career
Evaluation and closing activities	<ol style="list-style-type: none"> 1. Discussion 2. Farewell program 	Presenting the obstacles faced from each activity

Activity schedule

No.	Activity	Week			
		1	2	3	4
1	Tutoring				
2	Teaching Quran				
3	Children's reading corner				
4	Wirid routine				
5	Stunting counseling				

6	Advancing Roti Rahman MSMEs	
7	<i>Eco Print</i>	
8	Bullying law counseling	
9	Socialization of career paths in the digital era of science and technology	

Of the several programs carried out by KKN UIN North Sumatra Medan students, of course, they are carried out with different techniques. As in tutoring activities, the learning done is slightly different from that done at school. Students who become tutors in the program conduct various learning methods so that the children who follow become enthusiastic and easier to accept the lessons taught. Such as with quick counting tricks in mathematics, memorization using songs in Islamic education and English, and so on. Not only that, the approach taken with the community in each activity program is of course different according to each character of the local community. This is done so that the program run for the social transformation of the Lalang village community can run as planned and can be absorbed by the community.

Although the implementation of some programs did not go according to their aspects, researchers gave direct examples so that each community could immediately understand without having to explain a lot of theories that were not really understood by them. Some of these examples include teaching how to market trade products online using applications to Roti Rahman workers who operate in home factories so that the products they produce can reach a wider area, as well as providing new innovations in their logo designs, conducting counseling on the importance of preventing stunting and inviting the audience to have breakfast together with a nutritious breakfast menu with cheap and easily available ingredients, to community self-development by socializing higher career paths in the digital and science technology era. In addition, researchers also invited the Lalang village community, especially students, to read books together with different innovations, namely by conducting prize questions and answers to what they read in order to motivate and literacy and children's interest in reading.

The various methods that researchers and KKN UIN North Sumatra Medan students have used have proven successful and increased community awareness of non-formal education. As other evidence of the community's ability to absorb and accept what has been implemented in various programs is the positive response from various parties, be it children, parents, teachers, to the local community and village officials. In an interview that researchers conducted with Mr. Zulchoir as a teacher who teaches at SMP N 3 Tanjung Pura, he argued that the non-formal education program conducted by researchers and KKN UIN North Sumatra Medan students was successful in increasing students' interest in learning in class. They became more active in answering questions given by the teacher during the learning process. This is because the lessons taught by the teacher in

class have been taught by KKN students who become their tutors, especially in completing homework given by the teacher.

Not only him, in an interview with the resource person Mrs. Mahyani Ulfa as a teacher at SDN 057221 Lalang village said that students who previously did not recognize letters well and were not fluent in reading, now have begun to read fluently and can recognize letters even though they are tested out of order. In Islamic Religion lessons, students have also memorized short surahs and prayers because of the appropriate teaching methods provided by students when teaching the children's recitation such as relaying connected verses and memorizing together and individually. Of course, this is the result of research that what researchers and KKN UIN North Sumatra Medan students apply in non-formal education programs to support social transformation in Lalang village is in line with expectations.

4. CONCLUSION

From the research on the problems that exist in Lalang village, researchers can conclude that the results of the program implemented by researchers and KKN UIN North Sumatra Medan students have successfully achieved their goals, where the community becomes concerned about non-formal education and is very enthusiastic in various programs run by students. In addition, the community also feels helped by the non-formal education program carried out to support the social transformation of the Lalang village community because this program is mutually beneficial between the community and researchers where the community gets the knowledge that suits what they need, be it tutoring for children, increasing literacy and interest in reading, developing self-potential, innovating in the entrepreneurship they run, to opening people's minds to continue higher education in order to get better career opportunities. Meanwhile, the researcher obtained results where the existing problems in the village can be somewhat resolved by providing solutions and several actions that can change the community's perspective on the importance of non-formal education for each individual.

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