

## **Implementation of Religious Education in Increasing Children's Interest in Learning in the Era of Digitalization in the Community of Ulujami Village, South Jakarta**

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### ***Abstract***

KKN community service activities in educational work programs aim to increase children's interest in learning in the digital era, where technology has greatly influenced children in their education, both positively and negatively. In addition, the purpose of this service is to provide understanding to the community that the importance of education is to assist the government in educating the nation's children. This service is carried out through socializing activities directly to the local community about the importance of education for the future of children so that in this way parents also participate in directing, supervising and supporting their children in pursuing education in today's digital era, in addition we also socialize to The TPQ Al-Bayt Aljamil Foundation by inviting the children to take part in free tutoring with KKN students that we conducted at the post ( Al-Bayt Aljamil secretariat field).

**Keywords:** Digital Era, Real Work Lectures, Implementation of Religious Education.

### ***Abstract***

KKN community service activities in the education work program aim to increase children's interest in learning in the digital era, where technology has greatly influenced children in pursuing education, both in positive and negative ways. In addition, the purpose of this service is to provide understanding to the community that education is important to help the government in educating the nation's children. This service is carried out through socializing activities directly to the local community about the importance of education for children's future so that parents also participate in directing, supervising and supporting their children in pursuing education in the current digital era, besides that we also socialize to the Al-Bayt Aljamil TPQ Foundation by inviting the children to take part in free tutoring with KKN students that we do at the post (Al-Bayt Aljamil secretariat field).

**Keywords :** Digital Era, Real Work Lecture, Implementation of Religious Education.

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## Introduction

Real Work Lecture (KKN) is a form of intracurricular which is an implementation of the Tri Dharma of Higher Education using a method of introducing and providing student work and learning experience in community empowerment. Based on [kampusmerdeka.um.ac.id](http://kampusmerdeka.um.ac.id), the existence of this KKN program also provides opportunities for students to utilize their science, technology, and skills in collaboration with many stakeholders in the field through student involvement. There are many various work programs that will be implemented, one of which is in the education program.

Education is very important for the development of the whole human being in order to educate and improve the life of the nation (I Wayan Cong Sujana, 2019). Education is intended as a forum to foster, educate, and advance the mindset of the Indonesian nation so that they grow and develop into human beings who are knowledgeable, disciplined, fearful of God Almighty and have high dedication in continuing the ideals of the nation's struggle (Lazwardi, 2017)(Aliyyah et al. 2021).

In the digital era, advances in the field of information and communication technology are very fast so that it affects the cultural aspects and values of a nation. In the world of education, digitalization has also brought rapid progress, namely the emergence of various learning sources and the spread of mass media, especially the internet and electronic media as a source of knowledge and an educational center. The impact is that teachers/educators are not the only source of knowledge. Therefore, it is not surprising that in this digital era, the authority of teachers in particular and parents in general in the eyes of students has declined. (Afif 1970) For this reason, students need to be trained not to rely entirely on information that is dug up by themselves. An educator, both teachers and parents, must pay attention to children. An educator needs to give assignments that require interaction between students, trained using manual learning tools, and trained to recognize the views/thoughts that develop in the surrounding community.

The current work program is carried out in Ulujami Village RT01/RW04 with a total of 853 people, the number of families is 241, the majority of the population works in the field of Industry such as traders, go-jek and there are also private workers. For this reason, we carry out KKN by carrying out various work programs that we have prepared, one of which is the religious education program, this program aims to improve religious education in the village.

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## Research Methods

This KKN service method uses a qualitative method. The data in this study are sourced from primary and secondary data. Primary data was conducted by conducting interviews between the KKN participant service teams with the Chairman of RW, RT, Dasawisma Cadres, Foundation Administrators/Managers, and Residents. Meanwhile, secondary data is in the form of documentation. The documentation method used in this service is to support data such as data on KKN participants, KKN locations, KKN activities, etc. The learning method that we apply is the Direct Intruction method, which is a learning method that refers to various expository learning techniques (transfer of knowledge from teachers to students directly, for example through lectures, demonstrations, and questions and answers) that involve all children to be active in learning.

The KKN activities carried out started several stages as follows:

1. Analyzing and Identifying the Environment of Ulujami Village RT 01 / RW 04
2. Activity Licensing from Ulujami Village
3. Implementation of Activities

The development of Islamic education in Indonesia is one of them marked by the emergence of modern Madrasah as a whole. This is due to the anxiety of parents due to the lack of appropriate religious teaching for children in formal schools. Through the KKN team, they carried out community service in Ulujami Village, located in the Pesanggrahan sub-district of South Jakarta. Before the implementation of KKN, the KKN participant service team conducted field observations to see what potential must be developed and what things the KKN participant service team must do in the future. The potential that we can develop is also explored through interviews with the Chairman of RW, RT, Foundation Management/Manager, Dasawisma Cadres and Residents. Furthermore, we conducted a survey to several places to find out which places we can use as a place to implement the work program that we have prepared. Furthermore, we immediately carried out the work program that we had planned which included: Teaching TPQ (Learning Arabic & English vocabulary), Mother's Recitation at Al-Ahyar Mosque, Learning Tahsin, Children's Tahfidz Guidance to facilitate their memorization and holding a knowledge seminar about early marriage in the community of Ulujami Village RT 01 / RW 04 and providing an understanding of tiktok shop optimization in the digital era.

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## Results and Discussion

The Group-3 KKN work program was created and implemented to solve various problems. The work program in the field of religious education includes reading Iqro, the Qur'an, writing Arabic, Tahfidz and studying other religious materials. conducting socialization or direct interviews with the community, this work program was created and implemented to increase children's interest in learning and provide additional materials related to subjects at school.

The findings obtained from the implementation of KKN are that children become more enthusiastic and enthusiastic about learning because in the teaching and learning process, KKN students use games strategies or learning while playing and use technology media such as mobile phones, namely opening youtube applications and online learning applications, and KKN students also direct children to use mobile phones as best as possible, namely to learn to add knowledge and insight. (Wuryanti 2016). Singing memorization such as applause, prayer, and others.

## Conclusion

Based on the above research, it can be concluded that with KKN activities in the area, children become more enthusiastic about learning with the strategies used by students with the game strategy is one of the strategies that is suitable to be used and succeeds in making children more enthusiastic and enthusiastic in learning, the media we use are mobile phones, laptops, projectors as a tool to support our success in carrying out KKN activities.

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