

Optimization of Real Work Lectures As An Actualization of Community Service Activities at UIN Sunan Kalijaga

Maragustam¹, Siti Khodijah², Puspo Rohmi³, Bakri Mohammed Bkheit Ahmed⁴

¹ UIN Sunan Kalijaga Yogyakarta, Indonesia

² STIKes Mitra RLA Husada Jakarta, Indonesia

³ UIN Sunan Kalijaga Yogyakarta, Indonesia

⁴ University of the Holy Qur'an and Islamic Sciences in Sudan

e-mail: maragustam@uin-suka.ac.id, snmadiya@gmail.com, puspo.rohmi@uin-suka.ac.id, bakribkheet@gmail.com.

Submitted: 20-11-2024 Revised : 22-12-2024 Accepted: 27-01-2025

ABSTRACT. Community service is one of the core responsibilities of higher education institutions in realizing social empowerment and strengthening students' practical competencies within society. At UIN Sunan Kalijaga, the optimization of Real Work Lecture (KKN) activities through the integration of Field Experience Practice (PLP) and Community Service Programs has become an important strategy in actualizing educational, social, and professional values simultaneously. This study aims to analyze the effectiveness of the competency-based implementation of PLP-KKN Integrative at the Faculty of Tarbiyah and Teacher Training (FITK) and to examine the implementation pattern of the PLP-KKN Integrative model within the faculty. The study employs a qualitative phenomenological approach to explore participants' experiences and perceptions comprehensively. Respondents were selected using purposive and snowball sampling techniques, while data were collected through observation, documentation, interviews, and Focus Group Discussions (FGD). The data were analyzed using the Miles and Huberman interactive analysis model consisting of data collection, reduction, presentation, verification, and conclusion drawing. The findings reveal that the implementation of PLP-KKN Integrative FITK has not yet achieved optimal effectiveness in terms of competency fulfillment because the integration process still encounters technical, managerial, and implementation challenges. Furthermore, the study found that the implementation pattern of the PLP-KKN Integrative program, also known as Pengenalan Lapangan Profil Lulusan (PLPL), tends to remain separated between PLP/PLPL activities and KKN activities. Nevertheless, FITK students participating in KKN are still integrated into the institutional KKN program of UIN Sunan Kalijaga as part of strengthening the university's core values of integration-interconnection. This research highlights the importance of developing a more adaptive, collaborative, and competency-oriented integration model to optimize community service activities and improve students' professional readiness, social engagement, and practical educational experiences in the future.

Keywords: *Optimization, PLPL, KKN, Competence, Community Service Activities.*

 <https://doi.org/10.3390/rel14010129>

How to Cite Maragustam, et.al. (2025). Optimization of Real Work Lectures As An Actualization of Community Service Activities at UIN Sunan Kalijaga. *AT-TAJDID - Journal of Interdisciplinary Islamic Studies*, Volume 2(1), 52-66.

INTRODUCTION

Community service activities in higher education institutions constitute one of the fundamental pillars of the *Tri Dharma Perguruan Tinggi*, alongside education and research. Through

community service (*Pengabdian kepada Masyarakat/ PkM*), universities are expected not only to produce graduates with academic competence but also to contribute actively to solving social problems and empowering communities (Jiang et al., 2026). In the Indonesian higher education context, the implementation of community service has been formally regulated through Law Number 12 of 2012 concerning Higher Education, which states that community service is an activity carried out by the academic community through the application of science and technology to improve community welfare and educate the life of the nation. This regulation confirms that universities have a strategic responsibility to create meaningful social transformation through their academic activities and institutional programs. In line with this regulation, the Ministry of Religious Affairs of the Republic of Indonesia also emphasizes the importance of community service within Islamic higher education institutions through Minister of Religious Affairs Regulation Number 55 of 2014 concerning Research and Community Service at Religious Higher Education Institutions (Hope et al., 2026). The regulation explains that community service activities aim to empower communities, encourage social transformation, strengthen justice, and improve human welfare through the utilization of science and technology (Mardhiyyah et al., 2026). Furthermore, community service activities must be implemented based on participatory, empowering, inclusive, accountable, transparent, and sustainable principles. These principles indicate that universities are expected to position communities not merely as objects of service activities but as active partners in collaborative social development processes.

One of the most widely implemented forms of community service activities in Indonesian universities is *Kuliah Kerja Nyata* (KKN). KKN functions as a practical academic program that provides opportunities for students to interact directly with society through various empowerment, educational, and social development activities (Maria et al., 2026). Through KKN, students are expected to apply theoretical knowledge acquired in classrooms into real-life social situations while simultaneously developing social sensitivity, leadership, communication skills, teamwork, and problem-solving abilities. In addition, KKN also serves as an educational medium for strengthening students' social, spiritual, and personal competencies through direct engagement with diverse community realities (Sathorar & Geduld, 2021). At UIN Sunan Kalijaga Yogyakarta, the implementation of KKN has undergone significant transformation in response to changing academic demands, institutional policies, and societal needs. Currently, KKN implementation at the university follows two main patterns. The first pattern is KKN managed by the *Lembaga Penelitian dan Pengabdian kepada Masyarakat* (LP2M), which focuses on broader community empowerment programs involving interdisciplinary collaboration among students from different faculties. The second pattern is the Integrative PLP-KKN program managed by the Faculty of Tarbiyah and Teacher Training (FITK), which combines *Pengenalan Lapangan Persekolahan* (PLP) and KKN into one integrated academic program with an eight-credit workload (Jin et al., 2025).

The LP2M-based KKN program is designed to strengthen interdisciplinary collaboration and encourage students to participate actively in broader community development activities (El Miedany et al., 2026). This program involves various stakeholders, including lecturers, administrative units, local governments, and community organizations. Students participating in LP2M KKN are generally placed directly within communities to identify local problems and implement community empowerment programs based on social, educational, economic, religious, and environmental needs. The implementation of LP2M KKN reflects the university's commitment to integrating academic knowledge with practical social engagement in order to promote sustainable community development. In contrast, the Integrative PLP-KKN program implemented by FITK focuses predominantly on educational institutions, particularly schools and madrasahs. The program includes several main activities such as classroom observation, teaching practice, school administration activities, and limited community service programs. Although the program aims to integrate educational practice and community engagement, its implementation tends to emphasize pedagogical competencies rather than broader social interaction within the

general community (Chen et al., 2025). As a result, students' opportunities to develop social leadership, community empowerment skills, and wider social awareness may become limited because most activities are concentrated within school environments.

This condition raises important academic concerns regarding the effectiveness of the Integrative PLP-KKN program in developing holistic student competencies (Li & Zheng, 2026). As prospective educators and intellectuals, students are expected not only to possess pedagogical and professional competencies but also to develop social competence, leadership ability, personality maturity, and spiritual awareness. According to Government Regulation Number 57 of 2021 concerning National Education Standards and Ministerial Regulation Number 16 of 2010, teacher competencies include pedagogical, professional, social, personality, leadership, and spiritual dimensions. These competencies cannot be fully developed solely through classroom-based educational activities but require broader social interaction and direct community engagement experiences. Social competence, in particular, becomes highly important because future educators must be able to communicate effectively, collaborate with communities, and respond sensitively to social realities. Maragustam (2020) explains that social competence refers to the ability of educators to interact effectively with students, colleagues, parents, educational staff, and society at large. Through direct involvement in community-based activities, students can strengthen empathy, communication skills, adaptability, leadership, and problem-solving abilities (Maragustam & Wibisono, 2020). Therefore, KKN activities ideally should provide broader opportunities for students to engage with diverse community groups rather than limiting their activities primarily within educational institutions.

Several previous studies have shown that community-based KKN programs significantly contribute to the development of students' social and personal competencies (Lee, 2026). Khusniah (2018) found that KKN activities enhance students' social sensitivity, communication abilities, and leadership skills through direct interaction with communities (Khusniah et al., 2022). Similar findings were reported by James Beane (1981), who emphasized that experiential learning through community engagement plays an important role in developing students' character, creativity, collaboration, and social responsibility (Beane, 1986). These findings indicate that KKN should not only function as an academic requirement but also as a strategic medium for holistic competency actualization. However, several studies also indicate that the implementation of Integrative PLP-KKN still faces various challenges and limitations. Karwadi et al. (2021) reported that the integrated PPL-KKN program experienced coordination weaknesses among stakeholders and lacked effective activity structuring. Similarly, Syarif and Passalowongi (2021) argued that educational institution-centered KKN programs do not provide sufficient opportunities for students to engage broadly with society, thereby limiting the development of social, leadership, and spiritual competencies. Nur Hidayat (2019) also highlighted that integrated educational KKN programs often prioritize teaching practice while neglecting broader community empowerment dimensions (Karwadi et al., 2021).

Considering these issues, evaluating the effectiveness of competency-based Integrative PLP-KKN implementation becomes highly important. Universities need to ensure that community service programs not only fulfill academic requirements but also support holistic student development and meaningful social engagement (Safford et al., 2026). The optimization of KKN implementation is essential to strengthen the role of higher education institutions in producing graduates who are academically competent, socially responsible, spiritually mature, and capable of contributing positively to society. Therefore, this study aims to examine the effectiveness of the competency-based implementation of Integrative PLP-KKN at FITK UIN Sunan Kalijaga and to analyze the implementation patterns of PLP-KKN programs within faculties at UIN Sunan Kalijaga. Through this research, it is expected that a clearer understanding can be obtained regarding the strengths, weaknesses, and opportunities for improving KKN implementation as an actualization of community service activities within higher education institutions. Furthermore, the

findings of this study are expected to contribute to the development of more effective, holistic, and community-oriented KKN models that are capable of strengthening students' competencies and maximizing the social contribution of universities in contemporary society (Elam et al., 2026).

METHOD

This study employed a qualitative research approach using a phenomenological method with a descriptive-philosophical orientation. Qualitative research was chosen because it enables researchers to understand social phenomena deeply and comprehensively through participants' experiences, perceptions, and interpretations within natural settings (Creswell, 2009). The phenomenological approach specifically focuses on exploring and interpreting the lived experiences of participants regarding the implementation of the Integrative PLP-KKN program at the Faculty of Tarbiyah and Teacher Training (FITK) UIN Sunan Kalijaga (Grün & Krug, 2024). Through this approach, the researcher sought to understand how students, lecturers, supervisors, and institutional stakeholders perceive the effectiveness, challenges, and implementation patterns of competency-based PLP-KKN activities. The study also applied a descriptive-philosophical approach to examine the conceptual and practical dimensions of community service implementation within higher education institutions (Olagunju, 2025). This approach was used to describe systematically the realities, experiences, and meanings emerging from the implementation of the PLP-KKN Integrative program while simultaneously analyzing its relevance to the broader philosophical objectives of higher education, particularly the realization of the *Tri Dharma Perguruan Tinggi*. Furthermore, the research employed a post-positivist paradigm, which emphasizes that social reality is complex, dynamic, and constructed through human interaction and interpretation. In this paradigm, researchers attempt to understand phenomena objectively while recognizing that reality cannot be fully separated from social context and human subjectivity (Creswell et al., 2026).

Data collection in this study was conducted through several techniques, namely observation, interviews, documentation, and Focus Group Discussion (FGD). Observation techniques were used to directly examine the implementation of PLP-KKN activities, including students' interactions within educational institutions and communities, learning activities, community service programs, and institutional coordination processes (Cresswell & Williams, 2026). Through direct observation, the researcher was able to identify behavioral patterns, social interactions, participation dynamics, and practical challenges encountered during the implementation of the program. Interviews were conducted in depth with selected informants to obtain comprehensive information regarding their experiences, perceptions, and evaluations of the Integrative PLP-KKN program. The interview participants included faculty leaders, program coordinators, supervising lecturers (*Dosen Pembimbing Lapangan*), students participating in the program, school partners, and community representatives. Semi-structured interview techniques were employed to allow flexibility during the interview process while still focusing on the main research objectives. Through interviews, the researcher explored participants' views regarding competency achievement, program effectiveness, institutional support, implementation obstacles, and the contribution of PLP-KKN activities toward student competency development (Henríquez-Mendoza et al., 2026).

Documentation techniques were also used to support and strengthen the validity of the research data. The documents analyzed included institutional regulations, curriculum guidelines, PLP-KKN manuals, activity reports, student assignments, evaluation documents, meeting minutes, and official institutional policies related to community service and educational field practice programs (Kirkham et al., 2026). Documentation analysis enabled the researcher to examine the consistency between policy frameworks and actual implementation practices within the field. In addition, a Focus Group Discussion (FGD) was conducted to obtain collective perspectives and encourage interactive discussions among participants regarding the strengths, weaknesses, and future development of the Integrative PLP-KKN program. FGDs involved groups of students, lecturers, and institutional stakeholders to identify shared experiences, institutional expectations,

and strategic recommendations for optimizing the implementation of community service activities within higher education institutions. The use of FGDs allowed researchers to capture broader social dynamics and generate richer qualitative insights through group interaction and collaborative reflection.

The selection of research subjects was conducted using purposive sampling and snowball sampling techniques. Purposive sampling was applied to select participants who were considered directly involved in and knowledgeable about the implementation of the PLP-KKN Integrative program. These participants were selected based on their roles, experiences, and relevance to the research objectives. Meanwhile, snowball sampling was used to identify additional participants through recommendations from initial informants, allowing the researcher to access broader and more diverse sources of information relevant to the study (Tripathy et al., 2026). Data analysis in this research employed the interactive analysis model developed by Miles and Huberman, consisting of data collection, data reduction, data display, and conclusion drawing or verification. The data collection stage involved gathering information from observations, interviews, documentation, and FGDs. Subsequently, the data reduction process was conducted by selecting, simplifying, categorizing, and organizing relevant data according to the research focus. The reduced data were then presented systematically in the form of narrative descriptions, thematic categorizations, and interpretative explanations to facilitate understanding and analysis (Kim et al., 2026).

The final stage involved drawing conclusions and verifying findings continuously throughout the research process (Marks & Gersten, 1998). Verification was carried out by comparing data obtained from different sources and techniques to ensure the consistency, credibility, and validity of the findings (Yajima et al., 2026). To strengthen research trustworthiness, this study also employed data triangulation techniques, including source triangulation, method triangulation, and theoretical triangulation. Through triangulation, the researcher compared information from interviews, observations, documentation, and FGDs to validate findings and minimize potential bias. The use of multiple data sources and methods helped ensure that the research findings accurately reflected the realities and experiences related to the implementation of the Integrative PLP-KKN program at FITK UIN Sunan Kalijaga.

RESULT AND DISCUSSION

Result

The findings of this study indicate that the implementation of the Integrative PLP-KKN program at the Faculty of Tarbiyah and Teacher Training (FITK) UIN Sunan Kalijaga has not yet achieved optimal effectiveness in developing students' competencies holistically. The Integrative PLP-KKN program was designed to provide students with practical experience in teaching, educational administration, managerial activities, and community service within partner educational institutions. The program also aims to strengthen students' professional competence, social interaction skills, interdisciplinary application of knowledge, and institutional collaboration between FITK and educational partners (Oumelaid et al., 2025). However, field findings reveal that the implementation remains heavily centered on educational institutions such as schools and madrasahs, causing students' interaction with the broader and more heterogeneous community to become limited. Survey findings demonstrate that approximately 65% of students participating in Integrative PLP-KKN experienced difficulties in understanding social problems within the general community, while only 30% felt capable of identifying and responding to societal issues effectively. The remaining respondents expressed uncertainty depending on the context and location of the program. This condition indicates that the program tends to expose students only to homogeneous educational environments rather than broader social realities existing within society. As a consequence, students' abilities in social adaptation, community empowerment, communication,

leadership, and problem-solving within diverse social environments remain underdeveloped. Similar findings were also identified in previous studies stating that the implementation of Integrative PLP-KKN still suffers from weak coordination, insufficient planning, and lack of clear operational structure, thereby reducing its effectiveness in achieving competency-based educational goals.

The findings further reveal several managerial and coordination problems during the implementation process (Salvador-Carulla et al., 2026). One example is reflected in the official response from the Village Head of Karangdukuh, Jogonalan, Klaten, who highlighted that the deployment of Integrative PLP-KKN students did not follow village administrative procedures because coordination occurred directly between the students and the Field Supervisor (DPL) without involving local government authorities. This situation illustrates that community-based coordination and participatory engagement with local stakeholders have not been optimally implemented. In practice, the responsibilities of the DPL are still predominantly focused on institutional coordination with schools or partner agencies rather than facilitating broader social engagement with the surrounding community. The results of Focus Group Discussions (FGD) conducted within faculties at UIN Sunan Kalijaga also strengthen these findings. Participants argued that integrating PLP or PLPL with KKN limits students' opportunities to understand real societal problems because activities are concentrated mainly within educational institutions. Consequently, students have fewer opportunities to interact directly with diverse social groups, identify complex community problems, and develop social sensitivity. The findings also indicate that the integrated model weakens the development of social, leadership, personality, and spiritual competencies that should become integral characteristics of prospective educators and university graduates. These competencies are mandated within the Indonesian educational framework, particularly Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes pedagogical, professional, social, and personality competencies as essential components of educator professionalism.

Another important finding of this study concerns the proposed restructuring of the PLP-KKN model at UIN Sunan Kalijaga. Based on field findings, survey data, and FGD results, most respondents supported separating PLP or PLPL from KKN implementation. Approximately 73.1% of respondents agreed that PLP and KKN should become separate programs, while only 23.9% preferred maintaining the existing integrated model. Respondents argued that separating PLP and KKN would provide students with broader opportunities to interact and collaborate with students from different faculties, thereby strengthening interdisciplinary learning and institutional integration-interconnection values promoted by UIN Sunan Kalijaga. The findings also indicate that separate implementation would enable students to engage more directly with community empowerment activities in rural and urban communities. Students would gain wider opportunities to identify societal problems, formulate alternative solutions, coordinate with multiple stakeholders, and implement community-based programs. Such experiences are considered essential for developing students' social competence, leadership, creativity, problem-solving ability, and religious character. The study also found that the Senate of FITK and various faculty leaders have supported the separation policy conceptually, although formal institutional regulations regarding the separation of PLP or PLPL from KKN have not yet been officially issued at the time this research was completed.

In addition, the findings emphasize that character formation remains one of the most important dimensions of KKN implementation. The study reveals that character development involving leadership, social responsibility, religious moderation, communication ability, and moral integrity cannot be fully achieved through educational institution-centered activities alone. Students require direct interaction with broader society to internalize values such as empathy, tolerance, cooperation, and social responsibility. The findings also highlight the importance of habituation and moral education approaches in developing student character, including the principles of

takhalli, tahalli, and tajalli, which emphasize self-purification, moral improvement, and spiritual enlightenment. These approaches are considered relevant in strengthening students' personal and social competencies through continuous practice and community engagement activities.

Table 1. Number of internet users in Indonesia

No	Main Findings	Description of Findings	Implications
1	Ineffectiveness of Integrative PLP-KKN	The Integrative PLP-KKN program at FITK UIN Sunan Kalijaga has not fully achieved its competency-based objectives because activities are still heavily centered on educational institutions rather than broader community engagement.	Students' social, leadership, and problem-solving competencies are not optimally developed.
2	Limited Understanding of Community Problems	Around 65% of students reported difficulty understanding real social problems in the general community due to limited interaction with heterogeneous social environments.	Students lack practical experience in identifying and solving broader societal issues.
3	Weak Coordination and Management	The implementation of Integrative PLP-KKN still experiences weak coordination among stakeholders, including limited communication with local government authorities and unclear operational structures.	Community participation and institutional collaboration become less effective.
4	Educational Institution-Centered Activities	Most PLP-KKN activities focus on schools and madrasahs, including learning observation, teaching practice, and educational administration.	Students have limited opportunities to interact directly with wider community dynamics.
5	Underdeveloped Social and Leadership Competencies	The integrated model does not adequately strengthen students' social competence, leadership, personality, and spiritual development as prospective graduates and educators.	Competency development becomes imbalanced between pedagogical and social dimensions.
6	Support for Separation of PLP and KKN	Approximately 73.1% of respondents agreed that PLP/PLPL and KKN should be implemented separately.	Separate implementation is considered more effective for competency development and community engagement.
7	Importance of Interdisciplinary Collaboration	Separate KKN implementation would allow FITK students to collaborate with students from other faculties in solving community problems.	Interdisciplinary interaction strengthens integration-interconnection values within the university.

8	Community-Based KKN Orientation	Findings suggest that KKN should focus more on direct engagement with rural and general communities rather than institutional communities only.	Students can better develop social sensitivity, communication skills, and community empowerment abilities.
9	Character Development Through KKN	KKN activities contribute to the formation of students' character as innovators, motivators, problem solvers, and religious counselors.	Community engagement strengthens moral, spiritual, and social responsibility values.
10	Importance of Habituation and Moral Education	Character formation requires continuous habituation through moral acting, moral knowing, moral feeling, and role modeling approaches.	Sustainable character education is essential for developing responsible and socially aware graduates.

Table 1 presents a summary of the main findings obtained from the study regarding the implementation of the Integrative PLP-KKN program at FITK UIN Sunan Kalijaga. The table illustrates several important aspects related to the effectiveness of the program, the challenges encountered during implementation, and the proposed strategies for improving community service and competency development among students. Overall, the findings indicate that the Integrative PLP-KKN program has not yet fully achieved its intended objectives because its implementation remains predominantly focused on educational institutions rather than broader community engagement. As a result, students' opportunities to understand heterogeneous social problems and develop social competencies are still relatively limited. The table also demonstrates that many students experience difficulties in understanding and addressing real community issues due to limited interaction with the wider society. In addition, managerial and coordination problems were identified, particularly concerning communication between universities, local governments, and community stakeholders. These weaknesses affect the effectiveness of program implementation and reduce opportunities for participatory community involvement. Another important finding highlighted in the table is the strong support for separating the PLP or PLPL program from KKN activities. Most respondents believed that separating the two programs would provide students with broader interdisciplinary experiences, stronger social engagement, and more effective competency development.

Furthermore, the table emphasizes the importance of character formation and interdisciplinary collaboration in higher education community service programs. KKN activities are considered important for developing students' leadership, communication skills, social sensitivity, and moral responsibility through direct interaction with society. The findings also underline the importance of habituation and moral education approaches in strengthening students' personal and social character. Therefore, the table provides a comprehensive overview of how the optimization of KKN implementation requires stronger institutional coordination, broader community orientation, and clearer separation between professional field practice and community service activities.

Discussion

The findings of this study demonstrate that the implementation of Integrative PLP-KKN at FITK UIN Sunan Kalijaga still faces substantial challenges in achieving its competency-based educational objectives. Although the program was conceptually designed to integrate educational field practice and community service into a single activity, its implementation tends to focus predominantly on educational institutions rather than broader community engagement. This

condition limits students' exposure to real social dynamics and reduces opportunities for developing broader social competencies. In higher education, especially within Islamic universities, community service activities are expected not only to strengthen academic competence but also to cultivate students' leadership, communication skills, social sensitivity, and ability to solve societal problems. Therefore, when KKN activities are restricted primarily to institutional environments, the transformative function of community service becomes less optimal. The discussion further indicates that the dominance of educational institution-centered activities within Integrative PLP-KKN reflects a mismatch between program objectives and implementation practices. Theoretically, KKN is intended to bridge higher education institutions with society by allowing students to engage directly with diverse social realities. Through community interaction, students are expected to understand social inequality, economic challenges, cultural diversity, and local community needs while simultaneously applying academic knowledge to solve practical problems. However, the findings suggest that students participating in Integrative PLP-KKN encounter fewer opportunities to experience heterogeneous community life because their activities remain concentrated within schools and educational agencies. Consequently, the development of students' social competence and leadership capacity becomes relatively limited.

The managerial and coordination issues identified in this study also reveal weaknesses in institutional governance and stakeholder involvement during program implementation. Effective community service programs require strong collaboration between universities, local governments, community leaders, and other stakeholders. The absence of proper communication with village authorities, as reflected in the findings, indicates that participatory governance principles have not been fully implemented. In community-based educational activities, local stakeholders play a critical role in ensuring program acceptance, sustainability, and relevance to community needs. Therefore, improving coordination mechanisms and strengthening institutional partnerships are essential for enhancing the effectiveness of future KKN implementation. The proposal to separate PLP or PLPL from KKN also reflects broader concerns regarding competency development within higher education. Field Introduction Programs (PLP or PLPL) and Community Service Programs (KKN) possess fundamentally different orientations, objectives, and competency targets. PLP focuses primarily on professional and pedagogical competency development according to students' graduate profiles, whereas KKN emphasizes social engagement, leadership, interdisciplinary collaboration, and community empowerment. Integrating both activities into a single program may create overlapping responsibilities and reduce the depth of learning experiences in each component. Therefore, separating these programs may allow students to experience more focused professional training while simultaneously participating in broader community empowerment activities through independent KKN programs.

The findings also support the importance of interdisciplinary collaboration in higher education community service activities. Through separate KKN implementation, students from various faculties would have opportunities to collaborate in addressing social problems from multidisciplinary perspectives. Such collaboration aligns with the integration-interconnection paradigm promoted by UIN Sunan Kalijaga, which emphasizes the integration of religious knowledge, science, technology, and social engagement. Interdisciplinary KKN activities not only strengthen students' academic and social competencies but also encourage tolerance, cooperation, and mutual understanding among students from diverse academic backgrounds. Furthermore, the discussion highlights that character development remains central to the implementation of community service programs in higher education. The Indonesian educational system emphasizes the formation of graduates who are not only intellectually competent but also morally responsible, socially sensitive, and spiritually mature. Character values such as responsibility, empathy, integrity, discipline, and leadership cannot be developed solely through classroom instruction or institutional practice. Direct engagement with society provides students with authentic experiences that contribute significantly to personal transformation and moral development. Therefore, KKN

activities conducted within broader community settings become highly important in strengthening students' character formation processes.

The relevance of habituation and spiritual approaches such as takhalli, tahalli, and tajalli also demonstrates that character education requires continuous practice and internalization of values. Habituation through repeated positive actions gradually forms students' moral awareness and behavioral consistency. In the context of KKN, students learn not only through academic application but also through social interaction, service, adaptation, and reflection on real-life community conditions. These experiences contribute to the formation of socially responsible graduates capable of functioning as educators, innovators, motivators, and agents of social transformation within society. Overall, the findings and discussion indicate that the optimization of KKN implementation at UIN Sunan Kalijaga requires institutional restructuring, stronger coordination systems, broader community involvement, and clearer separation between professional field practice and community service activities. By implementing more community-oriented and interdisciplinary KKN models, universities can better fulfill their responsibility in developing graduates who possess not only academic competence but also strong social, leadership, spiritual, and character capacities needed in contemporary society.

CONCLUSION

The findings of this study indicate that the implementation of the Integrative PLP-KKN program at FITK UIN Sunan Kalijaga has not been fully effective, particularly in achieving the broader objectives of community service within the general public. The activities of the Integrative PLP-KKN program remain predominantly centered on school and madrasah environments rather than engaging directly with heterogeneous community settings. As a consequence, students tend to have limited understanding of real social problems existing within society, reduced ability to identify and solve community issues, and insufficient opportunities to interact with diverse social groups. Furthermore, the integrated model has not optimally developed students' social, leadership, personality, and community engagement competencies, which are essential components of graduate competencies in higher education. Based on these findings, this study suggests that the PLP or PLPL program and the KKN program should be implemented separately. PLP or PLPL activities should focus specifically on strengthening students' professional and pedagogical competencies according to their respective graduate profiles and academic disciplines. Meanwhile, KKN should function as an independent community service program involving interdisciplinary collaboration among students from various faculties at UIN Sunan Kalijaga. Through this separate model, students are expected to gain broader opportunities to understand community problems, communicate with diverse social groups, collaborate across disciplines, empower communities, and apply academic knowledge in real social contexts. In addition, the independent KKN model is expected to strengthen students' character development as innovators, motivators, problem solvers, religious counselors, and socially responsible graduates.

This study also recommends that the Dean of FITK UIN Sunan Kalijaga immediately issue an official policy or Dean's Decree confirming the separation between PLP or PLPL and KKN activities within the curriculum structure. Furthermore, the implementation of KKN at UIN Sunan Kalijaga should place greater emphasis on rural community empowerment rather than urban-centered activities, considering that rural communities provide broader opportunities for social engagement, community development, and interdisciplinary collaboration. Through these improvements, KKN is expected to function more effectively as a medium for community empowerment, competency actualization, character formation, and the realization of the university's integration-interconnection values.

REFERENCE

- Beane, J. A. (1986). Speaking Out: A Human School in the Middle. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 60(1), 14–17.
<https://doi.org/10.1080/00098655.1986.9959269>
- Chen, Z.-Y., Huang, C.-L., Lan, C.-D., & Yang, H. (2025). A mixed-method study on the screening practices and barriers to diabetic microvascular complications by general practitioners in community health centers of Xiamen, China. *BMC Primary Care*, 27(1), 57.
<https://doi.org/10.1186/s12875-025-03135-y>
- Cresswell, K., & Williams, R. (2026). Large-scale system-level digitalisation initiatives in the National Health Service in England: Insights from three national evaluations. *Npj Digital Medicine*, 9(1), 301. <https://doi.org/10.1038/s41746-026-02495-8>
- Creswell, L., Napolitano, R., & Pandya, P. (2026). Evaluating the parvovirus epidemic: More frequent or more severe? *Ultrasound in Obstetrics & Gynecology*, 67(3), 405–405.
<https://doi.org/10.1002/uog.70184>
- El Miedany, Y., Elgaafary, M., Toth, M., Palmer, D., Bahlas, S., Mahran, S., Abu Zaid, M. H., Hassan, W., Elziaty, R. A., Tabra, S. A. A., & Elwakil, W. (2026). Measuring disease activity in giant cell arteritis: Development and initial validation of a composite disease activity score. *Egyptian Rheumatology and Rehabilitation*, 53(1), 19.
<https://doi.org/10.1186/s43166-026-00387-z>
- Elam, L. I. D., Begalli, D., & Capitello, R. (2026). Entrepreneurial ecosystems in the food industry: A systematic literature review through the lens of complex adaptive system theory. *Journal of Small Business and Enterprise Development*, 33(8), 63–88.
<https://doi.org/10.1108/JSBED-11-2024-0577>
- Grün, C. B., & Krug, M. (2024). Erfahrung mit der Implementierung einer komplementärmedizinischen Sprechstunde im NCT in Heidelberg im Rahmen der CCC-

- Integrativ-Studie. *Die Onkologie*, 30(1), 19–24. <https://doi.org/10.1007/s00761-023-01434-6>
- Henríquez-Mendoza, E. F., Sánchez-Pilatasig, K. J., Zambrano-Vélez, W. A., Santín-Picoita, F. G., & Aguaded-Gómez, J. I. (2026). TikTok and the Development of Communication Competencies in University Students. *Studies in Media and Communication*, 14(3), 292. <https://doi.org/10.11114/smc.v14i3.8515>
- Hope, M. O., Clark, A. N., Archil, A., & Palmer, G. J. M. (2026). “Seeing How the System Works...”: How Do Institutions of Higher Education Support Black Undergraduate Women’s Religious and Spiritual Development? *The Journal of Higher Education*, 1–35. <https://doi.org/10.1080/00221546.2025.2600228>
- Jiang, J., Zuo, Y., & Li, Z. (2026). Toward empowering maritime traffic services: Vessel trajectory representation learning and community detection. *Advanced Engineering Informatics*, 74, 104675. <https://doi.org/10.1016/j.aei.2026.104675>
- Jin, H., Bao, Z., Wang, R., & Li, X. (2025). The dual burden of clinical and academic training: Stressors and impacts in integrated residency programs. *Asian Journal of Surgery*, 48(9), 5650–5652. <https://doi.org/10.1016/j.asjsur.2025.03.116>
- Karwadi, K., Nugraheni, A. S., & Lestari, S. (2021). Studi eksploratif pengembangan design kegiatan PPL-KKN integratif Fakultas Tarbiyah dan Keguruan. *Ta’dibuna: Jurnal Pendidikan Islam*, 10(4), 583–600. <https://doi.org/10.32832/tadibuna.v10i4.5893>
- Khusniah, Z., Linguistika, Y., & Ahdhianto, E. (2022). Analisis Peningkatan Minat Belajar Siswa dengan Menggunakan Model Game-Based Learning pada Pembelajaran Matematika Materi Pecahan Kelas V Sdn Pw 01. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(2), 613. <https://doi.org/10.33578/jpkip.v11i2.8808>
- Kim, D., Gile, K. J., Mathers, B., Mirandola, M., Gios, L., Toskin, I., & Sabin, K. M. (2026). Comparing snowball sampling and RDS: A methodology and case study. *PLOS One*, 21(1), e0331666. <https://doi.org/10.1371/journal.pone.0331666>

- Kirkham, K., Tohill, S., Wade, J., Stubbs, C., Von Dadelszen, P., Richards, A., Jukes, E. M., Magee, L. A., The WILL Study Group, Brocklehurst, P., Chappell, L., Cole, S., Dorling, J., Evans, R., Feltham, M., Gkini, E., Green, M., Hardy, P., Hutcheon, J., ... Thompson, D. (2026). Experiences of conducting effective Patient and Public Involvement and Engagement (PPIE) by the WILL Trial (When to Induce Labour to Limit risk in pregnancy hypertension) management team. *Trials*, 27(1), 133. <https://doi.org/10.1186/s13063-025-09218-6>
- Lee, Y. (2026). Design and development of a competency diagnosis program for personal information protection: Among Korean medical institution personnel. *Informatics for Health and Social Care*, 1–12. <https://doi.org/10.1080/17538157.2025.2607613>
- Li, S., & Zheng, J. (2026). Motivational Apprenticeship: An Apprenticeship Framework for Developing Students' Motivational Competencies. *Educational Psychology Review*, 38(1), 9. <https://doi.org/10.1007/s10648-025-10114-3>
- Maragustam, M., & Wibisono, Y. (2020). INTERNALIZATION OF RELIGIOUS VALUES BASED PESANTREN (Study of SMA Muhammadiyah 01 Metro Lampung): Analysis of the study in Muhammadiyah High School 01 Metro Lampung. *Akademika: Jurnal Pemikiran Islam*, 25(2), 333–352.
- Mardhiyyah, C. A., Nurfadila, F. S., Jamshed, S., Parwitha, I. A. A., Pitaloka, D. A. E., & Pradipta, I. S. (2026). Integrating community pharmacists in tuberculosis infection care: Challenges and strategic approaches in Indonesia. *BMC Health Services Research*.
- Maria, I., Latif, M. A., Utami, R. D., Novianti, R., & Yanti We, A. (2026). Physical Activity and Preschool Social Development: Cultural and Contextual Insights from Indonesia. *Jurnal Ilmiah Peuradeun*, 14(1), 645–666. <https://doi.org/10.26811/peuradeun.v14i1.1723>
- Marks, S. U., & Gersten, R. (1998). Engagement and Disengagement between Special and General Educators: An Application of Miles and Huberman's Cross-Case Analysis. *Learning Disability Quarterly*, 21(1), 34–56. <https://doi.org/10.2307/1511371>

- Olagunju, A. E. (2025). Exploring the Relationship between Knowledge and Power in Transformative Education: A Case Study of African Contexts. *Foresight and STI Governance*, 20(1), 95–105. <https://doi.org/10.17323/fstig.2026.30108>
- Oumelaid, N., El Boukari, B., & El Ghordaf, J. (2025). Graph-theoretical framework for analyzing student interaction networks: A formalized approach to classroom collaboration. *Discover Education*, 5(1), 60. <https://doi.org/10.1007/s44217-025-01075-4>
- Safford, A., Lowery, R., McMath, A., Temples, T., Alspach, J., Ashley, K., Bria, V., Bumpus, J., Claus, N., Littleton, C. E., Mitchell, D., Parris, K., & Moneyham, L. (2026). An Integrative Approach to Grading in Competency-Based Curriculum. *Nurse Educator*, 51(1), E63–E66. <https://doi.org/10.1097/NNE.0000000000001998>
- Salvador-Carulla, L., Lukersmith, S., Woods, C., Alonso-Trujillo, F., Chen, T., GIAF Taxonomy Expert Panel group (group authors), Bulkeley, K., Castelpietra, G., De Mul, M., Fernandez, A., Gillespie, J., Guzman, B. O., Hamilton, M., Hill, K., Hilton, G., Mendoza, J., Montagni, I., Perkins, D., Rock, D., ... Zeilinger, E. (2026). Correction: A taxonomy of the process in implementation science: the Global Impact Analytics Framework (GIAF). *Implementation Science Communications*, 7(1), 42. <https://doi.org/10.1186/s43058-026-00894-2>
- Sathorar, H., & Geduld, D. (2021). A Critical Approach to University-Community Partnerships: Reflecting on the Diverse Realities. *Educational Research for Social Change*, 10(2), 88–104. <https://doi.org/10.17159/2221-4070/2021/v10i2a6>
- Tripathy, J. S., Singh, A., & Tripathy, D. (2026). The Double-Edged Sword of Consecutive and Snowball Sampling: Practical Utility Versus Methodological Compromise. *Indian Journal of Psychological Medicine*, 48(1), 81–84. <https://doi.org/10.1177/02537176251405469>
- Yajima, S., Yoshida, S., Chen, W., Fukushima, H., Fukuda, S., Tanaka, H., Sato, H., Hirakawa, A., Masuda, H., & Fujii, Y. (2026). Probabilistic multi-criteria decision analysis comparing single-port and multiport robot-assisted radical prostatectomy and partial nephrectomy: A

secondary analysis of systematic review data. *Journal of Robotic Surgery*, 20(1), 404.

<https://doi.org/10.1007/s11701-026-03357-x>