

Reflection of Interaction of Field Work Lecture (KKN) Students of UIN Walisongo Semarang with the Putatagede Community through the Dynamics of the Farewell Event

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Abstract. *This qualitative case study explores the dynamics and reflections arising from the interaction between Kuliah Kerja Nyata students from Post 82, UIN Walisongo Semarang, and the Putatagede community, focusing on their farewell event. Data was collected through participant observation, semi-structured interviews with students and community members, and document analysis. Findings reveal the farewell event as a microcosm of the KKN experience, highlighting themes of reciprocal learning, cultural exchange, emotional connection, and challenges faced. The event fostered a sense of community ownership and sustainability of initiatives. This study underscores the importance of culminating events in fieldwork programs for reflection, celebration, and strengthening community ties.*

Keywords: KKN, Community Engagement, Farewell Event, Reflection, Interaction, Case Study.

Abstrak. Studi kasus kualitatif ini mengeksplorasi dinamika dan refleksi yang muncul dari interaksi antara mahasiswa Kuliah Kerja Nyata (KKN) Posko 82 UIN Walisongo Semarang dengan masyarakat Putatagede, dengan fokus pada acara perpisahan. Data dikumpulkan melalui observasi partisipan, wawancara semi-terstruktur dengan mahasiswa dan anggota masyarakat, dan analisis dokumen. Temuan menunjukkan bahwa acara perpisahan merupakan sebuah mikrokosmos dari pengalaman KKN, yang menyoroti tema-tema pembelajaran timbal balik, pertukaran budaya, hubungan emosional, dan tantangan yang dihadapi. Acara ini menumbuhkan rasa kepemilikan masyarakat dan keberlanjutan inisiatif. Studi ini menggarisbawahi pentingnya acara puncak dalam program KKN untuk refleksi, perayaan, dan memperkuat ikatan masyarakat.

Kata kunci: KKN, Keterlibatan Masyarakat, Acara Perpisahan, Refleksi, Interaksi, Studi Kasus.

1. BACKGROUND

Kuliah Kerja Nyata (KKN) or Real Work Lecture is an important part of higher education in Indonesia, providing students with the opportunity to apply theoretical knowledge to real-world challenges while contributing to society. KKN is an integral part of the Tri Dharma of Higher Education, providing students with valuable experience in interacting with society (Nurnaningsih & Malsa, 2023; Supriatno et al., 2022). Organizing a community service program is one way to do community service. KKN activities typically involve careful planning, implementation, and evaluation of various programs aimed at improving education, economy, and health in target communities (Hertida et al., 2022). The process of designing, compiling, and implementing programs or activities that are in accordance with the needs of the community in order to solve problems in a planned, comprehensive, and sustainable manner-especially in rural or remote areas-can provide real experience to students through Kuliah Kerja Nyata (KKN).

A study conducted by Bhattacharya found that emphasizes, fieldwork facilitates a nuanced understanding of the complexities of community life and the challenges faced by its members, UIN Walisongo's KKN program, which participates in this activity, emphasizes Islamic values in community engagement and seeks to encourage collaboration and problem-solving in rural areas. One of the KKN programs implemented in 2024 was KKN MIT Posko 82 in Putatgede Village, Ngampel District, Kendal Regency, where the students held an “Art Performance & Farewell Night” event on August 14, 2024 to mark the end of their service period. The impact of the KKN program was generally positive, with the community appreciating the students' efforts in raising awareness and encouraging participation in local activities (Supriatno et al., 2022).

This event aims to strengthen the relationship between students and the community and as a form of appreciation for the cooperation that was established during the KKN. This art performance is also a means for village children to display their creativity gained from the interaction and guidance provided by KKN students. In addition, this event also symbolizes the synergy that has been built between students and the community, especially in the aspects of education and art development. In addition, this event also symbolizes the synergy that has been built between students and the community, especially in the aspects of education and arts development. Although the duration was relatively short, this experience proved to be beneficial for both students and the community, fostering mutual learning and growth (Nurnaningsih & Malsa, 2023).

This study documents and analyzes the preparation, collaboration, and rundown of the event, and evaluates the positive impact of the activity in strengthening the emotional connection between the students and the local community. Through the arts, such as singing, dancing, and drama, the event demonstrated the role of students as agents of change who inspire, educate, and motivate the younger generation, while making a real contribution to society.

2. METHOD

This research employs a qualitative case study methodology to gain an in-depth understanding of the nuanced interactions and reflections surrounding the farewell event organized by KKN students of Post 82 in Putatgede. (Yin) highlights, case study research is particularly well-suited for examining complex social phenomena within their natural settings, making it an ideal approach for this study.

3. RESULT AND DISCUSSION

Students' Reflections on Personal Growth and Social Adaptation in the Context of KKN Farewell Event Real Work Lecture (KKN) is an intracurricular activity that combines the implementation of the Tri Dharma of Higher Education with the method of providing learning and work experience to students in community empowerment activities. One of the activities that adds critical thinking and experience for students in a real form is through community service activities (Apriadi et al., 2022). During the Community Service Program (KKN), students of UIN Walisongo Semarang are faced with the challenge of adapting to a new environment that is different from on-campus interactions that generally involve fellow students. Students must interact with local people who have different backgrounds, cultures, and habits. This adaptation process includes various aspects, such as the use of appropriate language, a familiar communication style, and behavior that reflects the norms and values of the local community. This adaptation process is crucial because it gives students the opportunity to understand and appreciate the cultural diversity around them.

The experience of the KKN UIN Walisongo Semarang students in Putatagede Village, Kendal, becomes particularly significant when it is linked to the farewell event that marks the end of the programme. This farewell event serves as an important moment of evaluation and reflection for the students. During the event, students can evaluate their journey, feel the emotional weight of farewell, and measure their achievements in the context of social interactions with the community. Students' reflections on the farewell event revealed that they experienced significant personal growth, especially in the aspects of cooperation, communication, and leadership. During the farewell process, students faced a range of emotional feelings, from joy to guilt and sadness, which added an emotional dimension to their service-learning experience. The farewell event clarifies the emotional impact of their role in the community and provides an opportunity to experience the results of the social and emotional skills they have developed.

The direct experience with the community during KKN, culminating in a farewell event, exposed students to aspects of life not taught in the academic curriculum, such as the value of mutual cooperation, problem-solving, and local social dynamics. The realization of their ability to adapt, communicate, and collaborate with the wider community is a valuable asset that will have a positive impact on their personal and professional lives in the future. As such, the KKN farewell event serves not only as the final moment of service but also as a profound and transformative learning process. It is a crucial point in the development of students' character and skills, and better prepares them to face future challenges.

Locals Positive Perception towards KKN Contributions

Interviews with Putatagede community members show that the contributions of KKN students from UIN Walisongo Semarang are highly valued, especially in projects that focus on education and health. For example, the students' efforts in raising awareness of the importance of health and providing tutoring to village children visibly helped fulfill a perceived need of the community. Thus, the contribution of UIN Walisongo Semarang students to the Putatagede community is in line with previous research that in the service program, students are required to contribute based on the knowledge that has been obtained during lectures, then implement it in the village environment designated as the KKN location (Annisa Thaharah et al., 2022) . Student involvement is not only practical, but also builds deep relationships with the community, creating a strong sense of community and support. Student involvement is not only practical, but also builds deep relationships with the community, creating a strong sense of community and support.

Separation is often associated with anxiety, a state in which individuals or groups become fearful and anxious when separated from other individuals. The KKN students' farewell event is an important moment that reinforces this positive perception. During the event, the Putatagede community was given the opportunity to directly express their appreciation to the students, not only through words of gratitude, but also through emotional expressions such as symbolic gifts or warm hugs. This moment of farewell highlights the importance of emotional engagement in the interaction between students and the community, where gratitude and appreciation are felt more strongly. For the community, the farewell event is not just a ceremony, but an opportunity to celebrate the fruits of a shared labor that has brought tangible benefits to their daily lives. The positive perceptions that emerged during this farewell also demonstrate the effectiveness of the KKN program in meeting local needs, proving that student contributions are not something temporary, but rather something that imprints on the memories and hearts of the community. This contribution has built the foundation of a stronger relationship, where the community not only feels the impact of the projects undertaken, but also feels involved in the process of change itself. Thus, the farewell event between KKN UIN Walisongo Semarang students and the Putatagede community was not only a closure, but also a validation of the students' hard work and proof that their participation was recognized as valuable to the community.

This opinion is in line with what was expressed by (McGarrol, 2017), who emphasizes the importance of recognizing “emotional labor” in research, especially in the context of significant life events such as separation. In these moments, social interactions are colored

by strong emotions, such as gratitude, emotion, and separation, all of which help strengthen the bonds between individuals and groups. In the case of KKN students and the Putatagede community, the moment of separation is an important opportunity to reflect on their respective roles in this collaboration, and how their contributions have made a positive difference to the lives of the community.

Expectations for future engagement between KKN UIN Walisongo students and the Putatagede community

Maintaining friendship has a high significance in building social relationships based on trust and mutual respect, and supports the creation of sustainable collaboration (Suwarti et al., 2022) . In the context of KKN students, maintaining a relationship with the local community is essential to ensure the sustainability of the positive impact of the service program. A maintained relationship allows for a deeper exchange of knowledge and culture, as well as facilitating ongoing synergy in efforts to improve community welfare. Both the KKN students from UIN Walisongo Semarang and the Putatagede community expressed hope for continued collaboration in the future. KKN students who have been involved in various projects, ranging from education, health, entrepreneurship, to village infrastructure development, feel they have gained valuable experience that motivates them to continue contributing to community service activities. We realize that this involvement has not only made an impact on the Putatagede Community, but has also enriched our understanding as students of social responsibility and their role as agents of change in society. This desire shows that students' involvement in the KKN program does not stop at the end of the program, but becomes a starting point for their future contributions.

Meanwhile, the Putatagede community also hopes that a similar KKN program can be held again in their village. Their experience working with KKN students has yielded tangible results, both in terms of improving the quality of life through the projects implemented and in building close relationships with students. For the community, the presence of students not only provides practical assistance, but also brings a new spirit and fresh perspective that helps drive positive change in the village. This expectation reflects the community's belief that collaboration with KKN students is one of the most effective ways to continue driving the development of their village. These findings suggest that farewell events serve not only as closure, but also as a bridge to building long-term relationships. Farewell events provide a reflective moment for students to reflect on their interactions with the community, understand the emotional baggage involved, as well as the identity complexities that arise from such engagement. Through this reflection, KKN

students can better understand their role and the impact of their contribution to the community. This reflection deepens the appreciation and emotional connection that has been established during fieldwork, thus creating a stronger foundation for future collaboration. This event is not just the end, but the beginning of a long-term relationship based on mutual respect and a desire to contribute further.

4. CONCLUSION

This qualitative case study of the Kuliah Kerja Nyata (KKN) program, focusing on the farewell event organized by UIN Walisongo Semarang students at Post 82 in Putatgede, reveals the multifaceted impact of such community engagement initiatives. The study highlights several key findings:

1. **Transformative Learning Experience:** The KKN program, culminating in the farewell event, proved to be a profound learning experience for students, fostering personal growth, enhanced communication skills, and a deeper understanding of community dynamics.
2. **Reciprocal Benefits:** The interaction between students and the Putatgede community resulted in mutual benefits. Students gained practical experience and emotional growth, while the community received valuable assistance in education, health, and local development.
3. **Emotional Connections:** The farewell event served as a powerful moment for reflection and emotional expression, strengthening the bonds between students and community members.
4. **Positive Community Impact:** The community's positive perception of the students' contributions underscores the effectiveness of the KKN program in meeting local needs and fostering sustainable development.
5. **Future Engagement:** Both students and community members expressed a strong desire for continued collaboration, indicating the long-term impact and sustainability of the program.
6. **Importance of Culminating Events:** The study emphasizes the significance of farewell events in fieldwork programs as opportunities for reflection, celebration, and reinforcing community ties.

This research contributes to the understanding of service-learning programs and their impact on both students and communities. It highlights the importance of emotional engagement, cultural exchange, and reciprocal learning in community development

initiatives. Future studies could explore the long-term effects of such programs on both students' career paths and community development trajectories. The KKN program, as exemplified by this case study, demonstrates the potential of higher education institutions to foster meaningful social change while providing students with invaluable real-world experience. It reinforces the idea that education extends beyond the classroom, encompassing the broader societal context in which students will ultimately apply their knowledge and skills.

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