



Program to Increase Literacy Understanding of Islamic Religion in Payadapur Village, East Kluet District, Nanggroe Aceh Darussalam

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Abstract

This research is research carried out in the community service program carried out by KKNT STAI As-Sunnah Lecturers and Students with programs to increase literacy for understanding the Islamic religion towards society. It is very important to implement it because of the importance of strengthening literacy in the Islamic religion. Religious literacy helps someone understand the principles -the basic principles of their religion, including religious beliefs, doctrines, and practices. This research aims to assist in developing a deeper understanding of religious teachings and how to apply them in everyday life. This research uses the PAR *Participatory Action Research method*, PAR is an approach whose process aims at learning in overcoming problems and meeting the practical needs of society, as well as the production of knowledge and processes. socio-religious change and Strengthening Religious Identity. Understanding religion well can strengthen a person's religious identity. Thus, religious literacy plays an important role in the formation of individuals who are tolerant, educated and empowered in a social and spiritual context. This Religious Literacy Program practically needs to be implemented, because of the lack of attention from stakeholders towards the community, especially towards understanding and knowledge of the Islamic religion of the community itself.

Keywords: Community Service, Islamic Understanding Literacy Program, Nanggroe Aceh Darussalam

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Introduction

Thematic Real Work Lectures (KKNT) are intracurricular courses organized by academics in all universities which all students must take with the aim of improving students' abilities and insight as a means of living in society after graduating from their studies¹. Basically, Thematic Real Work Lectures (KKNT) are a form of real implementation of the Tridharma of Higher Education for institutions, lecturers and students to the community.² After students receive lecture material from lecturers which can always be useful in the community itself.³

In community service activities, lecturers and students provide experience in the form of science, technology, art and religion to provide direction in order to solve problems and deal with them appropriately. Apart from that, improving facilities and infrastructure is an activity carried out as well as a work program for students. In other words, through KKNT, students help development in society.

In improving the quality of people's lives, performance must be pursued continuously, namely by implementing various development models and patterns. Therefore, both as a group and individually, in this KKNT students observe carefully what problems and potential they have society by conducting research on every sector of social life.

Payadapur is a village in East Kluet District, South Aceh Regency, Aceh, Indonesia. Payadapur Village is located approximately 1.1 kilometers from the center of East Kluet District, and 44 kilometers from the center of East Kluet Regency. This village is divided into 4 hamlets with a population of more than 1,700 people.

Formally, KKNT is a form of community service activity by students which lasts for two weeks and is located in village-level areas. The preparations for the KKNT program in Payadapur Village, East Kluet, South Aceh will be described as follows: 1. Location preparation, namely by conducting a survey of the village that will be intended to carry out KKNT activities a few days before departure, so that you can find out the conditions that will be faced during the two next week. 2. Preparation for personal needs and group preparation, namely by establishing good relationships between groups. 3. Preparation of budget or costs. Implementing KKNT certainly requires costs. In general, costs can be mapped into two things, personal costs in the form of contributions and group costs obtained from donations. 4. Preparation of the activity program, after finding the problem that you want to intervene in, the next step is to design the group work program into a coherent plan. Determining activities needs to consider student human resources and local community participation. As previous literature, the author includes research on strengthening literacy carried out by researchers Theresia, et al⁴, researchers Rizky Putri, et al⁵, researchers Mualimin, et al⁶, the difference between this research and previous research is the focus of the programs implemented on the Islamic religion. and apart from that, it is also necessary to look at regional potential that can be optimized. In the KKNT activity program in Payadapur Village, East Kluet, South Aceh there are learning activities, sharing free takjil, breaking fast together with the community, competitions and

¹ Habib Cahyono, "Peran Mahasiswa Di Masyarakat," *De Banten-Bode: Jurnal Pengabdian Kepada Masyarakat (PKM) Setiabudhi* 1, no. 1 (2019): 32–41.

² I S Wekke, *Metode Pengabdian Masyarakat: Dari Rancangan Ke Publikasi* (books.google.com, 2022), https://books.google.com/books?hl=en&lr=&id=IxaMEAAAQBAJ&oi=fnd&pg=PA109&dq=pengabdian+masyarakat&ots=qJCGGFjaiO&sig=He7efrQF1eN_8aVfr5RwKyaGJfc.

³ P Thalib, E Diana, and M N Kholiq, "Pengabdian Masyarakat Melalui Pemeriksaan Kesehatan Gratis GeNose C19 Pada Santri Pondok Pesantren Nurul Khidmah Surabaya," *Janaloka*, 2022, <https://janalokajournal.id/index.php/jnk/article/view/10>.

⁴ Theresia Herlina Rochadiani, Handri Santoso, and Erick Dazki, "Peningkatan Literasi Digital Pada Masa Pandemi COVID-19," *Jurnal Pengabdian Masyarakat* 1, no. 1 (2020): 11–21.

⁵ R P N Budiarti et al., "Peningkatan Literasi Digital Melalui Pembelajaran Daring: Pengabdian Masyarakat Untuk Guru Sekolah Dasar," *Indonesia ...*, 2022, <https://www.ukinstitute.org/journals/ib/article/view/3412>.

⁶ Mualimin Mualimin et al., "Peningkatan Literasi Aksara Di Kelurahan Petuk Berunai, Kota Palangka Raya," *Journal of Social Outreach* 1, no. 2 (2022): 30–39.

distribution of prizes and souvenirs, so all of these activities require careful preparation, and are carried out as well as supplies provided by the organizing committee. This KKNT program. The scheduled programs are listed in the following table:

No.	Islamic Religious Literacy Programs
1.	Memorizing and Daily Prayers for middle and high school levels
2.	Memorizing. Daily Prayers and Murajaah short letters for elementary school level
3.	Tahsin reading the Qur'an for middle and high school levels
4.	Tahsin reading the Ummahat Quran
5.	Memorizing from Learning Arabic
6.	Murajaah memorizing 1 juz, Tahsin and learning Arabic at middle and high school levels
7.	Murajaah Short Letter
8.	Memorization and Tahsin of Surah Al-Fatihah for elementary school level
9.	Memorize deposits, Learn Arabic and Nahwu at middle and high school levels
10.	Utsul Ats-Tsalatsah Deposit,
11.	Memorized deposits, Mufradat and Tashrif Fi'il Mudhari'
12.	Deposit Hadith and Learn Arabic at Middle and High School levels
13.	Muraja'ah and Daily Prayer Deposits, Letter Deposits
14.	Memorizing Al-Kahf 1-5 elementary school level

Community service in this research uses the *Participatory Action Research* (PAR) method, an approach whose process aims at learning in overcoming problems and meeting the practical needs of society, as well as the production of knowledge¹, and the process of socio-religious change. Therefore, this approach is a means of raising collective critical awareness of the shackles of the ideology of neoliberal globalization and the shackles of normative religious paradigms that hinder the process of socio-religious transformation. Community service with this approach can be said to be Transformative Community Service. This is because it is a research process oriented towards empowerment and change. This argument is based on the fact that a transformative research process means: A process of growing the power and abilities of poor/weak, marginalized and oppressed groups of people. Process of, by and for society. The position of the community is to be accompanied/facilitated in making decisions and taking initiatives to be more independent in developing the quality of their life. Place society and its institutions

as a basic force for economic, political, social, cultural and religious improvement. Efforts to release various forms of cultural domination, political pressure, economic exploitation, and the hegemony of religious institutions that shackle and hinder people's efforts to determine their way of life and improve the quality of their life. This research choice aimed at social transformation, a term more familiar with PAR, is used, namely process research is carried out with systematic, collaborative and sustainable efforts in order to create social transformation ⁷.

Results and Discussion

The Program for Strengthening Literacy and Understanding of the Islamic Religion was designed by KKNT participants and aims to increase knowledge and understanding of Islamic teachings among participants in society. in Payadapur Village, East Kluet District, Nanggroe Aceh Darussalam. This program aims to equip participants with a deep understanding of the basic principles of Islam, law, ethics, and various aspects of life in accordance with Islamic teachings. The details of the KKNT activities that have been implemented are as follows:

⁷ A Afandi, "Metodologi Pengabdian Masyarakat" (repository.uinjkt.ac.id, 2022), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/71356/1/Buku.pdf>.

The Al-Quran Memorizing Deposit Program is an initiative or activity designed to help individuals, especially students, memorize the Al-Quran. This program is usually organized by educational institutions, mosques, or religious organizations with the aim of motivating and facilitating participants to memorize verses of the holy Qur'an systematically and regularly. The following are several main components that are often present in Al-Quran memorization programs: Guide or Teacher: There is a guide or teacher who will monitor and guide the memorization process. They usually have in-depth knowledge of the Qur'an and effective memorization methods. Regular Schedule: This program has a regular schedule where participants must deposit their memorization to the supervisor. This can be done every day, several times a week, or according to a set schedule. Memorization Targets: Programs usually set memorization targets that participants must achieve within a certain period. Evaluation and Exams: There are regular evaluations to assess participants' memorization progress. Memorization exams or tests may be carried out to ensure the quality of memorization. Motivation and Rewards: To motivate participants, there is often a reward system for those who achieve memorization targets or show significant progress. Additional Support: The program can be supplemented with additional materials such as tafsir verses, effective memorization methods, and psychological support to maintain participant motivation. The Qur'an memorization program not only aims to improve the ability to memorize the Qur'an, but also to instill spiritual values, discipline and other virtues in participants' daily lives.⁸

The Murajaah Memorizing Program 1 Juz is the process of repeating memorizing the Qur'an that has been studied previously to ensure that the memorization remains strong and is not forgotten. Murajaah is very important for memorizing the Qur'an because memorization that is not repeated tends to quickly disappear from memory. Here are some steps and tips for doing murajaah memorizing 1 juz effectively. Routine Scheduling: Determine a specific time every day to do murajaah. Consistency is key, so try to spend the same amount of time each day to maintain discipline. Memorization Segmentation: Divide memorization of 1 juz into several small parts (for example, each page or several verses). Repeat one small section many times until you completely memorize it before moving on to the next section. Self-Recording: Try recording yourself while reading the memorization. Listen to the recording to identify errors or areas that need improvement. Using Mushaf: Start your murajaah by looking at the Mushaf (Quranic text) to make sure there are no mistakes. Once you feel confident enough, try murajaah without looking at the mushaf. Variation of Methods: Use various methods for murajaah, such as memorizing aloud, writing down memorized verses, or listening to memorizing recordings by famous qari'. Review with Friends: Invite friends or family to listen and correct your memorization. This can be an effective way to get feedback and improve memorization. Prayer and Strong Intentions: Don't forget to always start murajaah with sincere intentions and pray that Allah makes it easier for you to memorize. Consistency and Patience: Repeating memorization periodically is very important. Don't give up easily if you encounter difficulties, stay consistent and patient. Understanding Tafsir: Understanding the tafsir or meaning of memorized verses can help strengthen memorization and make the murajaah process more meaningful. By following these steps, it is hoped that your memorization of 1 juz will remain strong and remain in your memory.⁹

⁸ Dewi Rustiana and Muhammad Anas Maarif, "Manajemen Program Unggulan Tahfidz Qur'an Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Siswa," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (2022): 12–24.

⁹ Rifqatul Husna, "Program Majelis Dalam Meningkatkan Kualitas Hafalan (Studi Living Qur'an Di Pusat Pendidikan Ilmu Al-Qur'an Pondok Pesantren Nurul Jadid Paiton Probolinggo)," *Hamalatul Qur'an: Jurnal Ilmu Ilmu Alqur'an* 2, no. 2 (2021): 35–45; Muhammad Syaifullah et al., "Upaya Meningkatkan Konsistensi Muraja'ah Dalam Menghafal Al-Quran," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 13319–25.

Daily Prayer Memorization Program is an initiative or activity designed to help individuals, especially children and teenagers, memorize daily prayers that are usually recited in everyday life. This program aims to familiarize participants with the various prayers recommended in Islam, so that they can practice them in their daily activities. The following are some elements that are usually included in a daily prayer memorization program: Provide a list of prayers to be memorized. These prayers can include prayers before and after eating, prayers for entering and leaving the house, prayers before sleeping, prayers for waking up, and other relevant prayers. Guide or Teacher: Have a guide or teacher whose job is to guide participants in memorizing the prayers, provide explanations about the meaning and context of the prayers, and evaluate participants' memorization. Set a daily or weekly schedule to memorize these prayers. For example, one prayer per day or several prayers per week, depending on the ability and difficulty of the prayer. Teaching Methods. Use effective methods to help participants memorize, such as repetition, listening, writing, and using visual aids such as picture prayer cards. Hold periodic evaluation sessions to test participants' memorization. This can be done through oral or written tests, as well as providing feedback for improvement. Motivation and Rewards, providing motivation and rewards to participants who successfully achieve their memorization targets. Rewards can take the form of certificates, small gifts, or recognition in front of friends. Supporting Activities, involving additional activities such as stories or tales related to the prayers, so that participants can understand the context and importance of the memorized prayers. ¹⁰Example of a Daily Prayer Memorization Program Schedule:

Week 1:

Day 1: Prayer before eating

Day 2: Prayer after eating

Day 3: Prayer to enter the house

Day 4: Prayer leaving the house

Day 5: Prayer before bed

Day 6: Wake up prayer

Day 7: Review all the prayers memorized during the week

Week 2:

Day 1: Prayer to enter the bathroom

Day 2: Prayer to leave the bathroom

Day 3: Prayer wearing clothes

Day 4: Prayer for undressing

Day 5: Prayer when hearing thunder

Day 6: Prayer when it rains

Day 7: Review all the prayers memorized for two weeks

Benefits of the Positive Habits Daily Prayer Memorization Program: Gets participants used to always remembering Allah in every daily activity. Increasing Devotion: Increasing participants' devotion and faith through the practice of daily prayers. Character Formation: Forming good character and noble character through the appreciation and practice of prayers. Strengthening Family Ties: Encourage family members to memorize and practice prayers together, thereby strengthening family ties. By participating in the daily prayer memorization program, it is hoped that participants will not only be able to memorize the prayers, but also understand their meaning and apply them in everyday life.

Al- Quran Reading Tahsin Program is an initiative designed to improve and beautify the way of reading the Qur'an, with a focus on tajwid (the rules for reading the Qur'an correctly), makhraj

¹⁰ Ani Nur Aeni et al., "Aplikasi BETA (Belajar Dari Peta): Media Edukasi Doa-Doa Harian Siswa SD Kelas Rendah," *Jurnal Inovasi Teknologi Pendidikan* 9, no. 1 (2022): 101–13.

(where the letters come out), and correct pronunciation. This program aims to help participants read the Qur'an according to established rules, so that their reading is correct and beautiful. Main Elements of the Al-Quran Reading Tahsin Program, Instructor or Teacher: Having an instructor or teacher who is competent in the science of tajwid and makhraj. They will guide participants in improving their reading of the Qur'an. Learning Material, Material that includes the introduction and application of the laws of recitation, introduction to makhraj letters, the properties of letters, as well as techniques for reading the Qur'an correctly. Structured Classes: Programs are divided into levels (for example, basic, intermediate, and advanced) to suit participants' abilities. Each level has a clear and structured curriculum. Reading Practice, many practice sessions for reading the Qur'an, both individually and in groups. The instructor will provide immediate feedback on the participant's reading. Use of Aids, using various aids such as audio, video and Al-Quran learning applications to help participants understand and master tajwid and makhraj. Evaluation and Exams, conduct periodic evaluations and exams to assess participant progress. This evaluation can be in the form of an oral test, written test, or practical exam in reading the Qur'an. Motivation and Rewards Provide motivation and rewards to participants who show significant progress. This could be a certificate, award, or small prize. Supporting Activities: Holding additional activities such as discussions, lectures on the importance of reading the Qur'an correctly, as well as tafsir studies to deepen participants' understanding.¹¹

The Utsul Ats-Tsalatsah Deposit Program is an initiative designed to help individuals study, understand and memorize the book "Utsul Ats-Tsalatsah" (Three Main Foundations) by Shaykh Muhammad bin Abdul Wahhab. This book is one of the basic texts in the study of Islamic creed which discusses the three main foundations that every Muslim must know: knowing Allah, knowing the Islamic religion with its postulates, and knowing the Prophet Muhammad, *peace be upon him*.

The Mufrodat (Vocabulary) Memorization Program is a program designed to help individuals improve their mastery of Arabic vocabulary, which is the language of the Qur'an. Memorizing mufrodat is an important step in learning Arabic, both for understanding religious texts such as the Qur'an and Hadith, as well as for communicating in Arabic in general. The following are the main components in the mufrodat memorization program, among the components of the Mufrodat Memorization Program are, Vocabulary Material, List of vocabulary to be memorized arranged based on theme or level of difficulty. For example, daily vocabulary, vocabulary in the Qur'an, verbs, nouns, etc.¹²

Guide or Teacher, A teacher or guide who is competent in Arabic will guide participants in memorizing mufrodat and provide explanations about the use of these words in sentences. Routine Schedule, set a daily or weekly schedule to memorize a certain number of mufrodats. Consistency is very important in memorizing language. Teaching Methods, using various methods to facilitate the memorization process, such as flash cards, writing exercises, listening to recordings, word games, and using language learning applications. Among the Benefits of the Mufrodat Memorization Program: Improving Language Mastery: Improving Arabic language skills, both orally and in writing. Understanding Religious Texts: Helps understand the Qur'an, Hadith and other religious texts better. Effective Communication: Improve communication skills in Arabic, both in religious and social contexts. Academic Readiness: Prepares participants for further studies in the field of Arabic or Islamic studies.

¹¹ Firmansyah Firmansyah, Mukti Ali, and Romli Romli, "Pelatihan Membaca Al-Quran Dengan Metode Tahsin Tilawah Untuk Meningkatkan Kualitas Bacaan Bagi Siswa SMA Muhammadiyah 1 Palembang," *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan* 22, no. 1 (2022): 133–48.

¹² Zainuri Zainuri, "Pendampingan Keterampilan Media Pembelajaran Dalam Menghafal Mufradat Bahasa Arab," *An-Nuqthah* 2, no. 1 (2022): 52–58.

By participating in the mufrodat memorization program, it is hoped that participants will be able to master Arabic vocabulary well, so that they are able to understand and use Arabic in various contexts.

Fast breaking program Together, this program aims to strengthen ties of brotherhood and friendship, increase the sense of togetherness, and share the happiness and blessings of the holy month of Ramadan. The following are the main elements and steps in organizing a group breaking the fast program, Planning and Preparation, Determining the Location: Choose a place that is large and comfortable enough to accommodate the expected number of participants. The place can be a mosque, hall, or open space. Scheduling, Determining the date and time of the event to break the fast together. Usually, events are held every day or several times a week during the month of Ramadan. Coordination and Logistics, Organizing Committee: Form a committee team responsible for various aspects of the event such as logistics, consumption, documentation and cleanliness. Consumption: Prepare a food and drink menu for breaking the fast. This can be in the form of donations from the community or provided by the committee. Make sure there are healthy and nutritious food choices. Equipment and Supplies: Provide eating and drinking utensils, mats or tables, and other equipment needed. Supporting Activities, Lectures or Studies: Before breaking the fast, a short lecture or religious study can be held which provides enlightenment and motivation to participants. Collective Prayer: Provide time to pray together before breaking the fast. Implementation of the Participant Welcome Event: Welcome participants in a friendly manner and ensure everyone has a comfortable seat. Maghrib Adhan: Arrange for someone to sing the Maghrib adhan as a sign of breaking the fast. Food Distribution: Distribute food and drinks in an orderly manner. Make sure all participants get enough portions. Congregational Maghrib Prayer: Inviting participants to perform congregational Maghrib prayers after breaking the fast. Evaluation and Feedback Event Evaluation: After the event is over, the committee carries out an evaluation to assess the success of the event and find out what needs to be improved for the next event. Participant Feedback: Collect feedback from participants to get input and suggestions to improve the quality of the event.¹³

The Program for Providing Books of Zikr and Daily Prayers, as well as Islamic Learning Books to Village Communities is an idea that aims to increase religious literacy and deepen village communities' understanding of Islamic teachings. This program focuses on distributing books containing dhikr, daily prayers, and comprehensive Islamic religious learning materials.

The Ta'lim Shubuh program aims to increase understanding and knowledge of the Islamic religion among the community through studies or recitations held every morning after the Fajr prayer. This program aims to utilize the blessed morning time with useful activities, deepen religious knowledge, and strengthen relationships between congregations. The following are the main elements and steps in organizing the Ta'lim Shubuh program, Planning and Preparation, Selection of Study Materials: Determining the topics that will be discussed during the program, such as interpretation of the Qur'an, hadith, morals, fiqh, Islamic history, and other relevant themes. Speaker or Ustadz: Invite a ustadz or speaker who is competent and able to deliver the material well and interestingly.

Place and Facilities: Choose a comfortable and adequate place, usually a local mosque or prayer room. Ensure that facilities such as a sound system, books and other supporting materials are available. Program Implementation, Routine Schedule: Determine a routine schedule for Ta'lim Shubuh activities, for example every day or several times a week, with an agreed time duration. Daily Agenda, Fajr prayer in congregation: Start with Fajr prayer in congregation. Religious Study:

¹³ Robiah Awaliyah, "The Phenomenon of Sharing Takjil in the Month of Ramadan in Indonesia: Study of Ma'anil Hadith," in *Gunung Djati Conference Series*, vol. 4, 2021, 493–506.

Followed by religious study for 30-45 minutes. Discussion and Q&A: Provide time for discussion and Q&A after the study.

The elementary level Arabic learning program is a simple concept in learning Arabic such as letter recognition, pronunciation, simple vocabulary and basic sentences. The following are several main steps and elements in designing an Arabic language learning program for elementary school students, 1. Recognition of Arabic Letters Recognition of Shapes and Sounds: Teach students to recognize the shapes of Arabic letters and the sounds they produce. Letter Writing: Teaches students how to write Arabic letters correctly. 2. Basic Vocabulary Everyday Vocabulary: Teaches simple vocabulary that is often used in everyday life such as the names of fruit, objects around them, colors, numbers, and families. Vocabulary Use: Teaches how to use the vocabulary in simple sentences. 3. Simple Sentences Nominal Sentences: Teaches the formation of simple sentences 4. Learning Through Songs and Games Arabic Songs: Teaches vocabulary and simple sentences through Arabic educational songs. Arabic Language Games: Use interactive games such as picture cards, puzzles, and board games to strengthen understanding of vocabulary and sentences. 5. Textbooks and auxiliary materials Textbooks: Use Arabic language textbooks specifically designed for elementary school students, which cover basic materials in easy-to-understand language. Learning media: Utilize learning media such as animated videos, learning applications, and other digital resources that can attract students' interest. 6. Practice Speaking and Listening Pair Activities: Hold activities where students pair up to practice speaking and listening Arabic. Situation Simulation: Organize situation simulations such as shopping at the market or interacting with friends in Arabic. 7. Formative Test Evaluation and Feedback: Conduct regular formative tests to measure students' understanding of the material that has been taught. Teacher Feedback: Provides feedback to students on their progress and provides additional guidance if needed. 8. Integration with Arab Culture Cultural Introduction: Introduces students to aspects of Arab culture such as traditions, food, clothing, and celebrations. Creative Activities: Hold creative activities such as making handicrafts or cooking Arabic dishes to foster interest and appreciation for Arab culture. 9. Parental Involvement Parental Involvement: Involving parents in the learning process by providing information about the material being taught and providing support at home. 10. Continuous Improvement of Professional Development: Provide training and support for Arabic teachers to improve their teaching skills. Program Evaluation: Conduct periodic evaluations of the program to evaluate its effectiveness and make necessary adjustments. By following the steps above and integrating various interesting and interactive learning methods, elementary school Arabic learning programs can help students acquire the basics of Arabic well and improve their ability to communicate in Arabic.

The Islamic Religious Education (PAI) program at elementary school level is important to implement because it has a very important role in shaping the character and understanding of religion in children from an early age. The following are some of the main steps and elements in preparing an elementary school PAI program, Teaching Aqidah: Introducing the basic concepts of Islamic aqidah such as belief in Allah, angels, holy books, apostles, doomsday, and destiny. Worship Learning: Teaching the procedures for worship such as prayer, fasting, zakat and Hajj according to children's understanding abilities. Introduction to the Al-Quran and Hadith: Introducing the Al-Quran as the holy book of Islam and the hadiths of the Prophet as the main source of guidance in living life. Interesting Learning Method Islamic Stories: Using Islamic stories about the prophets and apostles, the Apostle's friends, and other Islamic figures to teach religious values in an interesting way. Interactive Games and Activities: Use games, quizzes, and other interactive activities to deepen religious understanding and make learning more fun. Use of Visual Media: Utilize visual media such as images, short videos and other multimedia to clarify Islamic religious concepts. Development of Noble Morals Instilling Moral Values: Teaching noble moral values such as honesty, patience, tolerance and concern for others through Islamic stories and

examples in everyday life. Practice in Daily Life: Encourage students to practice these moral values in daily interactions with family, friends and the surrounding environment. By preparing a comprehensive and interesting Islamic learning program, it is hoped that students can gain a good understanding of the teachings of the Islamic religion and be able to practice them well in their daily lives. Implementation of the KKNT program in Payadapur Village, East Kluet District, South Aceh Regency, Nanggroe Aceh Darussalam Province for approximately two weeks since it was deployed from March 14 - March 31 2024. Payadapur Village is one of the villages led by a Keuchik named Muzlia, this village consists of of four hamlets, namely: 1) Perapat hamlet, 2) Bahagia hamlet, 3) Beringin hamlet and 4) Alang hamlet. with fertile land so that most of the residents make a living as farmers.

The suggestions from the KKNT program implementers are: The community should be more concerned and enthusiastic about all learning, both in terms of agriculture, animal husbandry and education, especially religious education. The community should be more active and try to improve the quality of human resources in all fields. For Village Government: a. The village government should provide more adequate public facilities such as schools, hospitals, and so on. b. The government should pay attention to all neglected public facilities so that they can be used properly. Hopefully it can provide benefits to all parties in need. We would like to express our deepest gratitude to all parties who have helped and participated in the implementation of the Payadapur Village KKNT program, As-Sunnah Deli Serdang Islamic College.

Conclusion

From the program description that has been mentioned, it can be concluded that this KKNT activity is a series of interconnected activities between coordinators and implementers, these activities take the form of teaching, empowering village infrastructure, and sharing with each other. From the activities that have been carried out, the following conclusions can be drawn: All programs can be implemented well and smoothly even though there are several obstacles, but these can be overcome. This group program activity is carried out from morning to evening. With the implementation of these programs, it is hoped that it will be beneficial for the people of Payadapur Village. The implementation of this program cannot be separated from the collaboration between the village head, the community and students who carry out KKNT in Payadapur Village. So that in implementing KKNT, students are required to be able to live in society and understand the realities of society by using the knowledge, attitudes and skills they have. KKNT students are expected to be able to utilize the potential received during college by applying it in the community environment. So that you can understand and help solve problems that exist in society. The success of KKNT programs will ultimately provide mutual benefits between students and the community. The positive side for students is increasing awareness of the surrounding environment both in society and broadening their knowledge and being able to train students to be active in socializing with the community. Meanwhile, for society it is increasing their enthusiasm for learning and working hard, the desire to progress, a positive mental attitude, a critical mindset, and mental spirituality which is ultimately able to develop self-development and the environment. With good enthusiasm from the community, it helps KKNT students learn to socialize with community members, learn to behave and adapt to other people in accordance with applicable norms. Apart from that, the role of the community also supports the smooth implementation of the KKNT program.

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