



THE ROLE OF KKN IN TRANSFORMING THE FUNCTION OF MOSQUES: FROM A PLACE OF WORSHIP TO A CENTER FOR CHILDREN'S ACADEMIC DEVELOPMENT

PERAN KKN DALAM MENGUBAH FUNGSI MASJID: DARI TEMPAT IBADAH MENJADI PUSAT PENGEMBANGAN AKADEMIK ANAK-ANAK

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Abstract

Actually, mosques aren't just places for worship; they also act as centers for education, social training, and community development. But these days, mosques are often mainly used for ritual worship. This article looks at how the Community Service Program (KKN) strategy helps turn mosques into spaces for kids' academic growth. The study uses a qualitative descriptive method with data collected through observation and documents during the KKN. Data analysis involved reducing, presenting, and drawing conclusions from the data. The findings show that the KKN program encourages new ways of using mosques, like tutoring, homework help, literacy programs, and other educational activities with kids. The program positively impacts motivation to learn, reading habits, discipline, and helps shape kids' religious character. The success of this transformation.

Keywords : Community Service Program (KKN), Mosque Function Transformation, Mosque.

Abstrak

Masjid sebetulnya bukan hanya tempat beribadah; ia juga berperan sebagai pusat pendidikan, pelatihan sosial, dan perkembangan masyarakat. Namun, kenyataannya fungsi masjid saat ini seringkali terbatas pada aktivitas ritual ibadah. Artikel ini mengkaji peran strategi program Kuliah Kerja Nyata (KKN) dalam mengubah fungsi masjid menjadi ruang pengembangan akademik bagi anak-anak. Penelitian menggunakan metode deskriptif kualitatif dengan pengumpulan data melalui observasi dan dokumentasi selama pelaksanaan KKN. Analisis data dilakukan melalui reduksi, penyajian, dan



kesimpulan. Temuan menunjukkan bahwa program KKN mendorong perubahan cara pemanfaatan masjid melalui kegiatan bimbingan belajar, pendampingan tugas sekolah, literasi, dan aktivitas edukatif lain yang melibatkan anak-anak. Program ini memberi dampak positif pada peningkatan motivasi belajar, kebiasaan membaca, kedisiplinan, serta pembentukan karakter religius anak. Keberhasilan transformasi tersebut dipengaruhi oleh kolaborasi antara mahasiswa KKN, pengurus masjid, orang tua, dan warga sekitar. Meski ada kendala seperti keterbatasan sarana dan konsistensi partisipasi, strategi adaptif yang diterapkan berhasil menjaga kelangsungan program. Dengan demikian, masjid berpotensi besar dikembangkan sebagai ruang pendidikan masyarakat yang memperkuat akademik dan karakter anak secara berkelanjutan.

Kata Kunci : Program Pelayanan Masyarakat (KKN), Transformasi Fungsi Masjid, Masjid.

1. INTRODUCTION

Mosques are not only used as places of worship for Muslims to pray and engage in various religious activities, but they also have functions that are just as important in social and community life. Since the time of Prophet Muhammad (PBUH), mosques have not only been places for performing prayers. More than that, mosques are the center of life for Muslims, where spiritual, social, political, and educational values come together in one sacred space. They also serve other functions such as educational centers, places for discussions, hubs for social activities, community development centers, and venues for strengthening Muslim unity.(Rinanda et al., 2025). However, over time, the function of mosques now seems more personal and formal. People tend to think that mosques are only for worship (praying), even though the acts of worship that can be done in mosques are not just praying. We can do other activities like seeking knowledge, because seeking knowledge is also a form of worship encouraged by Allah and the Prophet SAW. (Madum, 2025). Therefore, we can expand the function of the mosque, like making it a place of education for children, just as was exemplified by the Prophet Muhammad (PBUH) (Mannuhung et al., 2018). Through the KKN (Community Service Program), the mosque is not only used as a place of worship, but also becomes a comfortable place for children to study.

KKN (Community Service Program) is a form of student service to the community through mosques that have unique characteristics and potential to encourage the transformation of the mosque's function. In its implementation, KKN serves as a means for students to not only apply the knowledge they gained during college, but also to address social and educational issues in the community. Students act as facilitators, companions, and stimulators of educational activities.(Batubara et al., 2024) Their presence is not meant to replace the role of the mosque administrators, but rather to help develop programs that can be sustainable in the long run. The success of these programs certainly requires cooperation from the KKN students, mosque administrators, parents, and community leaders as the main pillars of the program's success. It is hoped that the mosque can function as a place for children's guidance and cognitive development.

Conceptually, transforming the function of the mosque through the role of KKN is not meant to reduce the essence of worship, but rather to expand the interpretation of the mosque's social-academic function. Children's academic activities like tutoring, simple science classes, literacy clubs, language labs, and even science project exhibitions can be framed as a form of dakwah bil-hal (preaching through concrete actions). Kids who come to the mosque for academic activities will gradually get used to the mosque's spiritual atmosphere, which fosters a strong sense of love and emotional connection to the house of Allah. The KKN program can design activities that integrate Islamic values into every subject, like math with the concept of zakat, science with verses of creation, or language classes with stories of the prophets..(Aliyyah et al., 2021) In this way, children are not only cognitively smart but also emotionally and spiritually mature. This transformation also answers the challenges of our time, where children are increasingly exposed to digital culture that isn't always positive. A mosque that transforms into a center for academic development will become both a moral



fortress and a knowledge garden for the younger generation. In this context, the role of KKN is as a catalyst that accelerates the community's shift in perspective about the function of the mosque.

Various field studies and community service reports show that KKN interventions in mosque empowerment have a significantly positive impact. Children who participate in mosque-based academic programs experience increased learning motivation, numerical literacy skills, and social-emotional abilities such as teamwork, empathy, and discipline. (Megawati, 2023) Besides that, parents feel more at ease because their kids are spending productive time in an environment that upholds religious values. The mosque committee also gains a new perspective on the huge potential of the mosque that hasn't been fully utilized so far. However, challenges still exist, such as limited facilities, some community members resisting changes in the mosque's functions, and keeping the programs running after the KKN ends. (Jul Hendri, Akbar Siddiq, Tri Syilia Ratih Wardani, 2025) KKN students need to design sustainability strategies, for example by training young cadres from the mosque community or creating activity modules that are easy for the mosque management to run. Collaboration with schools, village governments, and local donations can also be a solution for long-term funding. With careful anticipation, the role of KKN in transforming mosques can provide a legacy of lasting change.

Therefore, this article aims to deeply examine the strategic role of KKN in transforming the function of mosques from places of worship into centers for children's academic development. The discussion will focus on: first, mapping the potential and challenges of mosques as the focus of KKN programs. (Masjid et al., 2025) Second, the design of academic program models for children that can be implemented by KKN students at the mosque. Third, the mechanism of collaboration between KKN students, mosque management, parents, and the community. Fourth, strategies for program sustainability after KKN so that the transformation of the mosque's functions doesn't stop when the students return to campus. It is hoped that this study will provide both theoretical and practical contributions for universities in preparing KKN curricula and guidelines based on mosque empowerment. For mosque managers, this article can serve as inspiration to be open to innovative academic programs for children. (Rosyidi, 2023) In the end, the synergy between community service programs (KKN) and mosques will give rise to a golden generation that is smart, moral, and has a strong spiritual connection with the house of Allah. This transformation is a collective effort to bring the mosque back to its original purpose as a center of civilization that enlightens people's lives.

2. RESEARCH METHOD

This study uses a qualitative descriptive method. (Wiwin Yuliani, 2018). A qualitative descriptive approach was chosen to deeply describe and explain the phenomena that emerged during the implementation of the Kuliah Kerja Nyata (KKN) program in an effort to transform the function of the mosque from just a place of worship into a center for children's academic development. This method is considered appropriate because it can provide a comprehensive understanding of the program implementation process, the level of community participation, as well as the impact on children's educational activities in the mosque environment.

Data collection was carried out through observation and documentation. Observations were conducted by directly watching various academic activities held at the mosque, such as tutoring, homework assistance, literacy activities, and the involvement of children, mosque administrators, and residents in carrying out the program. (Putri & Murhayati, 2025) From the observations, the researcher obtained information about changes in mosque usage, participant engagement levels, as well as supporting and inhibiting factors of the activities.

Besides observations, data was also collected through documentation such as activity photos, field notes, KKN program reports, participant attendance lists, and other supporting documents related to the program implementation. (Nyangfah Nisa Septiana, Zulfatul Khoiriyah, 2024) The collected data was then analyzed descriptively through stages of data reduction, data presentation, and drawing



conclusions, providing a clear picture of the role of the KKN program in developing the function of mosques as centers for children's academic development. Thus, the research results are expected to explain how the function of mosques is being transformed and how the KKN program contributes to supporting education and community empowerment.

3. RESULT AND DISCUSSION

The implementation of the KKN program, which focuses on utilizing mosques as centers for children's academic development, shows significant changes in how the community uses mosques. (Darmawan et al., 2020) Sebelum program dilaksanakan, aktivitas masjid umumnya terbatas pada kegiatan ibadah dan pengajian rutin. Namun, setelah mahasiswa KKN menginisiasi berbagai kegiatan pendidikan seperti bimbingan belajar, kelas membaca, pendampingan tugas sekolah, serta pelatihan keterampilan dasar, masjid mulai berfungsi sebagai ruang belajar yang aktif dan produktif bagi anak-anak. Antusiasme peserta terlihat dari meningkatnya kehadiran anak dalam setiap kegiatan yang diselenggarakan, menunjukkan bahwa masjid mampu menjadi lingkungan belajar yang menarik dan mudah diakses. (Jihana et al., d. g.)

The transformation of the mosque's functions has had a positive impact on children's academic development. Regular guidance helps them understand subjects they find difficult at school. In addition, literacy activities held in the mosque environment encourage increased interest in reading and independent learning habits. Children not only gain extra academic knowledge, but also learn to build discipline, responsibility, and a love for learning in a religious setting. This shows that the mosque environment can be an effective way to combine intellectual growth and character building.

The success of the program is largely thanks to the role of KKN students as community empowerment agents. The students didn't just act as teachers, but also as facilitators connecting the potential of mosques with the educational needs of local children. Through a participatory approach, they involved mosque administrators, community leaders, and parents in both planning and carrying out activities. Having all these different parties involved created a sense of ownership over the program, making its implementation more effective and widely supported by the community.

From a community empowerment perspective, transforming the function of mosques into academic development centers shows that mosques have great potential as hubs for social and educational activities. Since the early days of Islam, mosques have not only been used as places of worship but also as centers for learning and knowledge development. The KKN program successfully revived this function in the context of modern society by adapting it to children's educational needs. Therefore, the presence of mosque-based academic programs can be one strategy to improve the quality of community education while strengthening religious values.

Overall, the results of the KKN activities show that the transformation of the mosque's function from a place of worship to a center for children's academic development can be carried out well through planned programs that involve community participation. This change not only increases educational activities in the mosque environment but also strengthens the mosque's role as a center for community empowerment.

The success of the mosque's transformation is greatly influenced by the cooperation of various parties involved. The role of mosque administrators is an important factor because they provide support in the form of permission, guidance, and facility provision, making the mosque not just a place of worship but also a learning space for children. (Khoiruz, 2023) Besides that, parental support is also very influential because of their participation in encouraging their children to actively join the activities organized by students at the mosque. The kids' enthusiasm becomes an important indicator in activities that have been designed according to their character needs. (Ma'danil Iman, Didin Nurul Rosidin, 2021) In addition, the KKN students' ability to plan and carry out activities creatively, in a directed way, and in accordance with the community's conditions also determines the program's effectiveness. Another supporting factor is the availability of a comfortable, clean, and conducive mosque, which can support the children's learning process smoothly.



During the implementation of the program, the KKN students faced factors that affected the smooth running of activities, including limited learning facilities and low enthusiasm from the children at each meeting. This situation became a challenge because it could potentially disrupt the workflow of the program. To tackle this, the KKN students applied a flexible and persuasive approach to the children and other parties involved to maintain commitment to the planned activities. Additionally, they adjusted the schedule by considering the children's availability and conditions so that the program could still run effectively. This step shows the students' ability to adapt, build good communication, and find realistic solutions so that the activities continue and provide optimal benefits for the participants.

Besides contributing to the improvement of academic skills, activities held at the mosque also have a positive impact on shaping children's character. The mosque environment, which is religious, orderly, and full of a sense of togetherness, can serve as a medium for instilling positive behaviors in daily life. Through various learning activities at the mosque, children are trained to be punctual, follow the rules, maintain politeness, and respect others, so that discipline can gradually and naturally develop. (Sulistiyawati, 2024) Besides that, children also gain experience working together with their peers through various activities, such as studying together, keeping the mosque environment clean, or participating in religious activities collectively. These experiences also help develop a sense of responsibility, social care, and the ability to interact well with others. The mosque environment, which is closely connected to the values of worship, also helps children become more familiar with religious activities, so they not only gain knowledge but also real experiences in strengthening their relationship with Allah, teachers, and their surroundings. In this way, the mosque serves not just as a place to learn but also as a means of shaping children into strong characters, with Islamic values and noble morals.

4. CONCLUSION

The Community Service Program for College Students (KKN) plays a strategic role in transforming the function of mosques from just a place of worship into a center for children's academic development through activities like tutoring, literacy classes, and homework assistance, all infused with Islamic values. The success of this transformation largely depends on collaboration between KKN students, mosque administrators, and community leaders, with students acting as facilitators and motivators while support from various parties is the key to making the program work. The implementation of the program has a double positive impact: it boosts children's motivation to learn, understanding of material, and literacy skills academically, while also fostering discipline, responsibility, and other positive habits in terms of character through the mosque's religious environment. Even though they faced challenges like limited facilities and fluctuating participant enthusiasm, the KKN students were able to overcome them with a flexible approach, schedule adjustments, and good communication. In this way, transforming the mosque through the role of KKN is a collective effort that successfully restores the mosque's function as a center of civilization that enlightens the community while also serving as a moral bastion and a knowledge garden for the younger generation.

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