



Fostering Empathy and Compassion Among Students and the Community from the Perspective of Progressive Islam

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Abstract

The Integrated Community Service–Field Experience Programme (KKN-PPL) is an implementation of the Tri Dharma of Higher Education, which integrates educational activities, community service and the development of students' character. This programme will take place in Jatiarjo Village, Prigen Sub-district, Pasuruan Regency, from 22 October to 30 November 2025, under the theme 'Enhancing Empathy and Social Awareness among Students and the Community from the Perspective of Progressive Islam'. The aim of this programme is to enhance empathy, social awareness and community participation through various educational, religious and community empowerment programmes grounded in the values of Progressive Islam. The method employed was a participatory approach comprising the stages of observation, identification of community needs, programme planning, implementation of activities, and evaluation. The programmes carried out included Field Experience Practice (PPL), learning support at TPQs and Madrasah Diniyah, tutoring for nursery and primary school pupils, and socio-religious activities. The results of the activities demonstrated an increase in student involvement in community service activities, growing community enthusiasm for educational and religious programmes, and the development of social awareness through collaboration between students and the community. In addition to providing real-world experience for students as prospective educators, these activities also strengthened the role of educational and religious institutions as centres for character development

Keyword: *Integrated Community Service and Teaching Practice (KKN-PPL), social empathy, progressive Islam, community service, education.*

INTRODUCTION

Higher education institutions have a responsibility to fulfil the Tri Dharma of Higher Education, which encompasses education, research and community service. One concrete manifestation of community service is the Community Service Programme (KKN), which provides students with the opportunity to apply their knowledge whilst contributing to the resolution of various issues within the community. Through these activities, students are

expected not only to possess academic competence, but also social awareness, adaptability, and a concern for their surrounding environment(Chudzaifah et al., 2021).

Advances in information technology and changes in people's lifestyles have brought about a range of both positive and negative impacts. One of the challenges that has emerged is the gradual decline in social concern due to rising individualism. This situation is a matter of significant concern, as social concern is a character trait that must be continually nurtured, particularly amongst the younger generation. From an Islamic perspective, empathy, mutual assistance and concern for others are fundamental values that form the basis of social life(Nasution et al., 2024).

The concept of Progressive Islam developed by Muhammadiyah regards education as a means of building a society that is knowledgeable, of good moral character, and capable of benefiting the surrounding community(Arifin et al., 2022). Therefore, the implementation of the Integrated Community Service and Teaching Practice Programme is designed to integrate educational activities, religious guidance and community empowerment as a means of putting the values of Progressive Islam into practice(Qodir, 2019).

The village of Jatiarjo, in Prigen Sub-district, Pasuruan Regency, was selected as the location for the Integrated Community Service and Field Training Programme (KKN-PPL) because it possesses considerable potential in terms of education and socio-religious life, yet still requires support in various aspects of learning and community empowerment. Based on the results of initial observations, a need was identified for support in the teaching and learning process, the strengthening of religious education, and increased community participation in various social activities. In light of these circumstances, the students devised a range of work programmes aimed at improving the quality of education whilst fostering a sense of social responsibility within the community.

The aim of this community engagement initiative is to foster empathy and compassion amongst students and the wider community through the implementation of educational, religious and community empowerment programmes grounded in the values of Progressive Islam.

METHODS

This community service initiative employs the Participatory Action Research (PAR) method, or a participatory approach, which involves the community as partners at every stage of the initiative, from identifying needs through to programme evaluation. This approach was chosen because it enables students and the community to work together to devise solutions tailored to the village's circumstances and potential(Cornish et al., 2023).

The activities took place in Jatiarjo Village, Prigen Sub-district, Pasuruan Regency, from 22 October to 30 November 2025. The programme began with field observations, involving interviews with village officials, community leaders, teachers, TPQ managers and local residents to identify priority needs. The findings of these observations then formed the basis for drawing up a work programme tailored to the community's circumstances.

The programmes carried out included Field Experience Placements (PPL) at MTs Miftahul Khoir, teaching support at TPQ Gunung Jati, teaching at Madrasah Diniyah, tutoring for nursery and primary school pupils, and various social and religious activities involving the local community. All activities were carried out collaboratively with the support of the village government, educational institutions, religious leaders and the local community.

Evaluation is carried out on an ongoing basis through observation during the implementation of activities, discussions with partners, documentation of activities, and reflection on the achievements of each programme. Indicators of success include the level of community participation, student involvement in community service activities, increased enthusiasm amongst learners, and the continuity of educational and religious activities throughout the programme.

RESULT AND DISCUSSION

Field Experience Placement (PPL) at MTs Miftahul Khoir

The Field Experience Programme (PPL) was carried out over a period of three weeks at MTs Miftahul Khoir as part of the implementation of students' pedagogical competencies. Students are given the opportunity to teach the subjects of Fiqh, Aqidah Akhlak, and Al-Qur'an Hadith in accordance with the timetable set by the school. During the programme, students not only deliver the learning material but also learn to manage the classroom, develop teaching resources, and assess pupils' learning outcomes.

The implementation of the teaching practice programme has had a positive impact on improving students' teaching skills, particularly in terms of communication, classroom management and the development of teaching strategies tailored to pupils' characteristics. Although challenges remain, such as limited teaching resources and variations in pupils' academic abilities, students have been able to adapt their teaching methods to ensure that the

teaching and learning process continues to be effective. This experience serves as an important foundation in preparing students for their roles as future professional educators.

Figure 1. Teaching At School



Learning Support at the Gunung Jati TPQ

The learning support programme at the Gunung Jati TPQ is one of the flagship programmes, involving around 150 students. Activities take place daily, with the curriculum covering Qur'anic recitation, tajwid, tahsin, memorisation of short surahs, and guidance on Islamic ethics. University students act as both mentors and motivators, helping to boost the students' enthusiasm for learning.

The results of the programme showed an improvement in the ability to read the Qur'an amongst the majority of the students. Furthermore, the presence of the university students created a more interactive learning environment, thereby boosting the students' enthusiasm for participating in the TPQ activities. The programme also strengthened the development of religious character by instilling good manners and moral values in their daily lives.

Learning at the Madrasah Diniyah

Teaching activities at Madrasah Diniyah focus on strengthening Islamic religious education through the teaching of topics such as Islamic beliefs, the jurisprudence of worship, ethics, and the life of the Prophet. Lessons are delivered using a communicative approach, enabling pupils to participate more actively in discussions and to better understand the material presented.

The implementation of this programme has helped to improve pupils' understanding of Islamic values and to strengthen the role of the Madrasah Diniyah as a non-formal educational institution. Furthermore, the students have gained experience in developing religious teaching methods that are more engaging and tailored to the pupils' characteristics.



Figure 2. Teaching at Madrasah Diniyah

Tutoring Programme (Bimbel)

A tutoring programme has been set up for nursery and primary school pupils in Tegalkidul Hamlet as a form of academic support outside school hours. The material covered is tailored to the pupils' needs, particularly in subjects they find difficult to understand.

Throughout the programme, the pupils showed great enthusiasm in taking part in each learning session. The use of interactive learning methods—such as educational games, discussions and practice exercises—helped to boost the pupils' motivation to learn and their self-confidence. As well as helping to improve their understanding of the subject matter, the programme also fostered an emotional bond between the university students and the pupils, making the learning process more enjoyable.

The Implementation of Progressive Islamic Values in Community Service

All programmes implemented incorporate the values of Progressive Islam, which emphasise a balance between spiritual development, education and social responsibility. Students not only fulfil the role of educators, but also act as agents of change who foster a culture of mutual support, care for others and a spirit of collaboration with the community.

This community engagement initiative demonstrates that the success of a programme is not only measured by the number of activities carried out, but also by the increased participation of the community in various educational and religious activities. The relationships forged between students, village officials, educational institutions and the community are a vital asset in ensuring the sustainability of community engagement programmes in the future.

CONCUSLIION

The Integrated Community Service and Teaching Practice (KKN-PPL) programme in Jatiarjo Village was successfully implemented through a range of educational, religious and community empowerment activities. The programme had a positive impact on fostering empathy and social awareness amongst both students and the local community.

Teaching practice, mentoring at TPQs and Madrasah Diniyachs, and tutoring have proven effective in improving the quality of education whilst reinforcing Islamic values within the community. Furthermore, this programme serves as a means of implementing the concept of Progressive Islam in social and community life. Moving forward, the programme must be sustained through the involvement of village authorities, educational institutions and the community so that the benefits achieved can continue to grow and have a wider impact.

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